



# In search of truth

"In these harsh times the thing already seems strangely dated. It is a good reminder that, in education, we're not talking about eternal truths. But we spent a half of a long time looking for some—it's the quest that consumes things, I've said."

The Schools Council working party on the Whole Curriculum 11-16, whose report is published this week (page 5), was a pretty searing experience for its members. It was set up in 1971, to work for two years, and went on longer.

Not long before a lot of people directing had a heavy get-together at Scarborough, talking about the curriculum for young school leavers. The feeling was that people had been working away in isolated patches—it was time to get things together. In a sense the whole curriculum exercise marks the end of the first great optimistic decade of the Schools Council. It is even bound in grey and black, suitable for a funeral oration.

The new working party met monthly at the Schools Council, then had long weekends every three months at comfortable hotels.

The 30 odd members were mainly old Schools Council hands. Academics—Rene de Middel, Science, Technology, and Humanities Curriculum Project, Geoffrey ("Not only an assessor here") Pomeroy, from the Inspectorate, and Geoffrey Hubbard, from the Council for Educational Technology.

Several powerful models of modern comprehensive heads—Dennis John, of Nottigham, Bristol, full of his Elizabethan-Richardson experience, Newcastle, in the middle of consulting for the BBC RSLA programmes, Alan Bassett of Eggleston, co Durham, Michael Marland of Wandbury House, London, with his own models, domestic discipline and inner city experience.

At the beginning Tim McMillen from County Durham, was there, selling what he hoped would become an even newer model. And the enlightened Donald Pritch, of Archbishop Hargrave's, of York, and D. C. Lloyd, master of Marcham Taylor's lower school, represented older traditions.

The new, expansionist further education sector was represented by John Ballie, from Hammersmith. A dogged voice from the staffroom came from one of the younger members, Tessa Hope, then teaching at Perry Common, in Birmingham. She bravely argued, over the months and years, that most of the discussion would be incomprehensible to many teachers—even relatively well informed ones, like herself.

Finally, there was the chairman, Leslie Drew, CBE at Swansea (now retired), ending a long career as an administrator with this occasion into the higher flights of curriculum theory.

They all started searching for those eternal truths, and scientific firsts' forms and fields of knowledge and Phenol's symbolisms, syncretism, and so on, to find an Aristotle's thread to lead them through the maze. An early rift developed between those who thought there was something called Knowledge out there somewhere, if only it could be defined, named and packaged, and those who were sceptical about the value of traditional subjects.

The latter group were much strengthened by the contributions of all the Schools Council subject committees, who were asked to define the particular aims and purposes of their subject. It turned out that every subject embraced the whole of human life, and each was the perfect way of inculcating an identical set of skills and values.

One group, led by Potter and Hubbard, wanted to talk about education for values and the quality of life. They eventually wrote a "sounding paper" on what is called like the American constitution, said a member. But that does not appear in the final report. The "values" group were soon submerged in talk of the hidden curriculum, the rights of parents and pupils, and what schools do to children in practice.

But the realists by no means spoke with one voice. It might have been possible for some of them to end up with a kind of secondary modern, identifying and prescribing good practice (with Ross supplying rhetoric, Kathleen clear thinking about core curriculum, and some of the heads practical management advice). They weren't allowed to—the voice of Lawrence Stenhouse on how teachers fail to respond to prescriptions was too compelling.

Stenhouse was reinforced by the arrival of John Hupkin, who had worked on the Humanities curriculum project and took on the thankless job of secretary to the working



"It seems that our first eleven is too strong. Five of them will be bussed to another school."

party after it had been going for six months. He is now director of the Advisory Centre for Education. And John Eggleston, who by then was playing an invaluable role as mediator and diplomat, had clear and—for some people on the work—his party—radical views on the sociological and economic realities of schooling.

It would be wrong to make it all sound too exciting. The atmosphere was mostly amiable, agreeable and cheerfully non-committal. When Hupkin arrived his first job was to get something on paper. The failed policy was prepared in agreement with the interpretation of what had been said so far. The working party broke into small groups. Each prepared a report and each was greeted pretty cordially by the others.

Also Ross, at this point, abandoned the ship, and many others must have felt like following suit. Finally, as the two years were running out, a small drafting committee got together, worked out a synopsis that was acceptable to most people, and Hupkin started to write a report. The report went through draft after draft only to be sent to pieces again by the working party. The one controversial chapter, recommending new kinds of assessment, went through seven drafts.

Then, just when Hupkin and Hupkin were drawing deep breaths of relief, with a draft report that seemed acceptable to everyone, John Stroud, joint secretary of the Schools Council, dropped a bombshell—as a council officer, he said, he had to say he didn't think council committees would accept it. In the event, the Schools Council—seven committees—passed it without demur.

Nobody seems particularly happy with the final report. "An agenda for a lot of hard discussion on the ground," was the most polite comment I got. "An exercise not to be repeated," seemed to be the general feeling. The activists hope that the clichés and compromise language do not quite mask their own pet hates. And indeed, some loud voices seem to set through in a tutored and muted way—Marland, an organization, Stenhouse, practice.

But then nobody could have expected the Schools Council group, carefully balancing interest groups to make much of such a huge subject. And they all seem to agree that the Aristotle predicted three years ago it was a terrific—though much—long—drawn-out—piece of in-service education for the members of the working party.

Artsides

# THE TIMES Educational Supplement

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## Councils refuse to carry the can for Crosland's cuts

by Mark Jackson

A battle has begun to fix the blame for what education authorities throughout the country see as an inevitable reduction in their standards.

The, no rejection—with some reluctance, like the Government's claim that spending can be frozen without harm to the schools. The claim is implied in the circular, issued jointly last week by the Department of the Environment and the Department of Education and Science, which imposes a standstill in educational spending growth and fixes what LEAs should do to secure this. The education section of the circular—prepared by the DES—says: "Only by strict economy and careful planning will it be possible to achieve the need for reductions of standards."

The education authorities say the implication is that if they prove their range of services, along the lines advised, they will be able to keep within the expenditure limit. They believe the Government know this is not so, and are preparing to pass the blame to the authorities for the attack on basic standards which they are being forced into. An attack of this kind is that the chief education officers have been pressing the education secretary to provide some genuine guidance on priorities. They could use this to resist the mounting pressure from these local authorities who are prepared to sacrifice educational standards in their anxiety to relieve the rates.

Now it seems to the CIOs that the Secretary of State, in the Government's own political reasons, has sold them down the river—the effect of the circular will be to strengthen the hand of those who want to cut back education services.

The Council of Local Education Authorities plan to confront Mr. Fred Mulley, the Education Secretary, at the next of their regular consultation meetings, and demand that he publicly acknowledges the situation.

Mrs. Elizabeth Coker, CLEA chairman, said this week: "Apart from the change in priority arrangements, most of the LEAs have already expanded in the current year's estimates the economies which the circular suggests as a way of meeting the costs of the extra pupils and students who will have to be provided for."

"It is simply not possible to maintain present educational standards within a standstill situation, and the sterner this is publicly acknowledged the better."

"We shall not let slow to take up the points with the minister."

The Association of County Councils say there is no question of being able to save the sums required by following the economies listed because every self-respecting local authority has already made most of them.

The other main local authority grouping, the Association of Municipal Authorities, who represent mainly Labour-controlled cities whose leaders are reluctant to embarrass a Labour government, are more restrained in their comment. They doubt the ability of local authorities to achieve nil growth and maintain present standards and feel it is therefore all the more important that the effect of existing local authority commitments should be reflected in the rate support grant settlement.

Full details and analysis of the circular, plus more reactions, pages 8, 9



"Penny for your thoughts, headmaster"

## Selection for gifted?

Gifted children are not a privileged elite but an invaluable asset for society, the first world conference on gifted children was told in London last week. Bob Doe reports, page 3

## Research examined

The National Foundation for Educational Research has spent £3.5m during the past 10 years. Has it been worth it? Has the research had any effect on our schools? Anne Cullen reports, pages 10 and 11

## TES Extra: Children's books

Twelve pages of reviews of fact and fiction for all ages, pages 43-54

## Unfair deal for the universities

A Parliamentary select committee report says university research has suffered while undergraduate teaching has been protected from the economic crisis, page 5

## Servants for the Big Bike

A new generation of super bikes for the rich and trendy requires a new generation of super mechanics, page 14

## Radical changes in training urged

Radical re-orientation of teacher training was urged at last week's International Conference on Education in Geneva, page 12

## Race against time

Teachers, community relations workers, curriculum developers, publishers, parents and lecturers contribute to a special four-page feature section on multi-racial education, pages 23-26

## Still in the sunshine



Prep school heads gathered in Oxford last week to bask in an Indian summer of record pupil numbers, increasingly threatened by inflation and competition from the direct grant schools, page 15



## BUCKLEY

Was there ever a time before when it was such bliss to be a student? Our academics may have their troubles, but for their pupils there can scarcely be a cloud in the sky. Look how the banks cosset them as they solicit their custom. Look how the colleges help them to take their courses.

The current advertisements of the banks that are directed to students offer interesting reading for a start. They show subtleties of approach that are as individual as they are varied.

Thus a half-page advertisement for the Midland Bank in Radio Times sees the student as someone who is not likely to be taken in by fair words. "We can't guarantee success in higher education", it begins with sober honesty. "But we can help to give you a start in the right direction."

It is clear, too, what the Midland Bank means by the right direction. For it sees the student as a sensible chap who will be anxious to make both ends meet. Their student guide is illustrated in the advertisement. "Living within a budget—your money—Vacation jobs—the phrases on the cover are an indication of the contents. The student is offered a free copy along with a map to help him find his way around his particular educational centre.

Lloyds Bank, with a full-page advertisement in Punch, do not forget the joys to come. Half the page is taken up by a picture of boy meets girl over coffee at a book-strewn table. Lloyds Bank, however, like the Midland, knows, too, that life is real and life is earnest. "Now that you're a student, you're on legs as you'll ever be," they tell their hopeful customer. "But you'll still have worries, about how to look after your money, for instance, and to make your grant cheque last the whole term."

That is not all. Lloyds dangle a carrot. They offer the freshman a £2 voucher if he opens an account. "You can exchange it

for books, pads, pens, notepaper or any other goods at most bookshops in the British Isles."

Barclays Bank, by contrast, adopt a quite different tack. In, for instance, their full-page advertisement in The Times and the Daily Express, their line is not to man. "We'd like to think we are the first bank to stop treating students like children", this bank declare with a satisfaction that seems a little hard on their competitors; and the rest of the page is devoted to showing what they mean.

Barclays, it is evident, know all about the exerts. "Most banks want your business so much that they have been offering free goodies", they point out to the student. "Last year, for example, Lloyds and Williams and Glyn's gave gift vouchers, National Westminster chipped in scenic envelopes, while we offered Parker ball-pens."

"The problem is what do we offer this year, a bigger gift? It struck us that it might be more original to offer a better bank."

So out go the gimmicks. Barclays Bank have no doubts what a better bank means:

"In comes something on other bank has ever trusted students with before: a Cash Card."

"It means you can walk into any of our branches and get up to £10 cash a day with no questions asked."

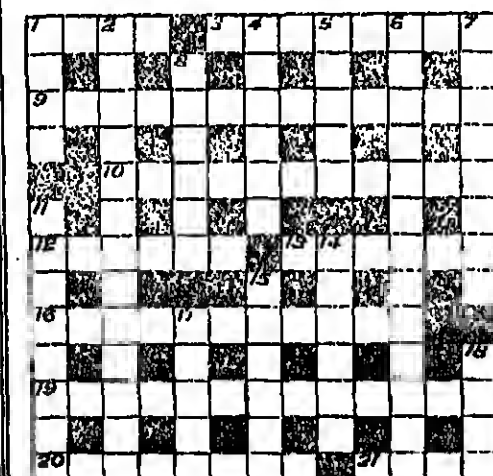
Nor is that all. "Who do you ask", the bank demand with a fine disregard for grammar. "If you need a little something to tide you over?" They leave the answer. For there, ready to look after the student in this and other matters, is their new student business officer. "And we mean look after—not just shake your hand give you a cup of the tea", Barclays promise. One can fully hope that that bit about a map is not a side-swipe at the poor old Midland.

All this, of course, is just a sample of the blandishments the banks now offer the students. But the phenomenon seems to grow every year and it poses a question.

In the Daily Mail Lord David Cecil has just been quoted on the difficulty he had in getting into Oxford. "I failed the examination—the equivalent of school certificates—three times because of being so hopeless at mathematics and all that kind of thing."

There must be plenty of students like him and plenty who have no head for finance. Who is there, then, to guide their choice between a £2 voucher or free spending orders, between a student business officer or a map of their educational whereabouts?

## Crossword No 997



Across  
1 Criterion of over-much drinking (4). 9 Suller to take

Down  
1 Season for toddlers (4).  
2 No sitting down for the lower of the bill (4).  
3 The name of a bird (4).  
4 The name of a bird (4).  
5 How to eat a dog to horse (4).  
6 The name of a bird (4).  
7 The name of a bird (4).  
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19 The name of a bird (4).  
20 The name of a bird (4).

## Bridge

The gap between duplicate and rubber bridge is widening. Many card rooms now display a notice requesting players to obtain from using conventions which which opponents are unfamiliar. Methods of bidding, derived originally from Auction bridge, do not play any key cards with sufficient accuracy for tournament play in which the scoring places a high premium on particular deals.

Where the bonus for a slam which has been lost cannot be regained except by a further deal, the player who offers the chance of a similar profit, cooperation, between partners becomes more important than individual brilliance. A competitor concentrates upon the likely action of the player who holds his cards no less than upon his own play at his table. The result of a match is unlikely to turn upon particular cards which can be crucial to winning or losing a rubber; it is generally accepted that a duplicate game should be attempted on a 50-50 chance where a rubber player would require the odds to be in his favour.

Tournament bridge has, therefore, engendered systems which are abstruse and can be successfully employed only by players who memorise a number of bids with artificial meanings; these

The distinction between a natural and an artificial preemptive bid comes out strongly in a deal from a former world championship. I am giving it to illustrate the Roman system of diamond bidding which has been accepted as standard, although it is not yet a year to be encountered in a rubber. Game all; dealer East.

South's jump call of Three Hearts showed a two-suit hand in that suit combined with length in the next highest-ranking unbid suit (Clubs). It gave a far clearer picture of the hand than would be conveyed by the normal preemptive bid. North, a George Bellman, reckoned one of the world's greatest players, and he used the information provided by the contract, although it would have been wise to leave his opponents to their own devices by playing the dummy from the side of the table. Bellman made a profit on the deal because in the other rubber South played Five Clubs and lost 1,400.

Such a contract in a rubber of equal vulnerability would be condemned as an expensive, phantom sacrifice.

Edward Meyer

## Nothing to sweeten the dose

There is no way of sugaring the pill. Circular 10.75 is grim. It marks the full entry of the education service into recession. The Chancellor may convince the electorate that this is necessary; he cannot hide the fact that it will damage the education service and lower standards. And things are going to get worse before they get better. If the Chancellor sticks to his guns, this is not a short-term squeeze but the beginning of a long haul. 100 course he may not stick to his guns but the other hazards threaten.

The teachers' unions are predictably bitter. They have reason to be. The great infusion of which the Hanning will fall very part, it now seems to impact directly upon teacher employment. The basic principle of the circular is all growth in real terms, and this is interpreted (among other things) as meaning no improvement in the pupil-teacher ratio. The number of primary pupils is expected to drop by 74,000, while the number in secondary schools will go up by 97,000. Thus the circular, therefore, this total number of teachers should not rise next year by more than about 2,000. This can only be achieved by

squeezing out every possible primary school post which can be saved as numbers fall. This will be quite impossible to do without the cooperation of the teachers' unions, which is unlikely. A net increase of 2,000 teachers compares with increases of from 8,000 to 20,000 in recent years. Depending on what happens to married women returners and the pattern of recruitment and wastage, it could well be that only one in two of next year's newly qualified teachers will be able to get teaching jobs.

The circular is hard enough but the reality is likely to be considerably worse. The Government are engaging in political doubletalk when they suggest that by holding back spending in the manner suggested it will be possible "to offset the need for reduction of standards". If this were true, this whole exercise would be easier to accept. But the Department of Education and Science and every local education authority know that standards are going to be lowered. There is a certain amount of consoling growth already in the pipeline which will have to be paid

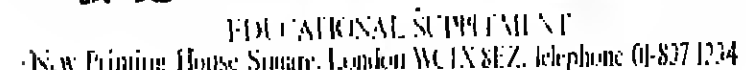
for and some aspects of the present education service will certainly have to be cut back to release the necessary resources. The LEAs reckon this will amount to as much as 3 to 5 per cent. The DES (inevitably) puts a lower figure on it, but still admit that there is an inescapable growth element, variously estimated, of 11 to 2 per cent.

Mr. Coker's statement on behalf of the Council of Local Education Authorities, quoted above, shows that Mr. Mulley is going to have difficulty in convincing the LEAs that he is coming clean. "These are days when everyone searches for a scapegoat. There seems to be desperate attempts in ministerial circles to suggest that, somehow, the circular has been pin together at an official level and presented to the politicians as a joint accomplishment though what the circular says is, as far as it goes, no more than the logical expression of a decision to peg real expenditure. The LEAs, as usual, want something in black and white which they can quote to their own electors to pin the blame squarely on the central government. Now, with good reason, they say

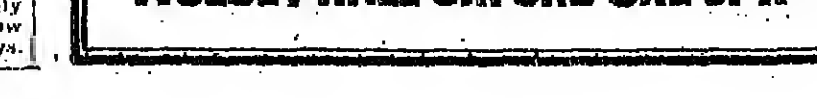
## No comment

Required for September 1975, or its own as possible the school, TEACHER OF MUSIC with ability and enthusiasm to share the teaching of the subject throughout the school and particularly with 10-14 year olds. Opportunity for staff with degree and/or within a well equipped department. From Cornwall Education Committee advertisement.





The onkities expressed by a black teacher and mother (page 10) highlight one of the critical areas. Another year of black students emerge from our schools to face a long, cold and often jobsless winter, the need for urgent and concerted action by all the agencies involved is more apparent than ever. The tougher race legislation outlined in this week's White Paper will have little effect if the more subtle forms of discrimination practiced on the young of our ethnic minorities are not given equally thorough attention.









## Kellogg's National Exhibition of Children's Art 1975

For 28 years the National Exhibition of Children's Art has encouraged and rewarded artistic achievement among children from all over Britain. This year for the first time it is sponsored by Kellogg Company of Great Britain Ltd. The works in this year's exhibition have been selected by a panel of leading artists and critics under the chairmanship of Sir Norman Reid, Director of the Tate Gallery, and demonstrate a remarkable range of talent from young people of 7-17.

The Exhibition will first be seen in London from September 18th to October 18th. After that it will go to Manchester, Paisley, Newcastle and Cardiff—dates to be announced in the local press.

**Is YOUR School Bugged?**

This new booklet by W. H. Jarvis discusses security and confidentiality in schools. £1 inclusive (0 04680 10 9).

**THE HOUSEMASTER**  
by Childs & Anderson—a sympathetic study of his duties. £2 inclusive (0 04680 00 1).

**THE QIP COLLECTION**  
ed. G. Cowthorne. From 10 years of "Queries in Physics". £4.50 inclusive (0 04680 05 2).

**CAROLS FROM RANNOCH**  
A 12" stereo LP including David Bremhill's original "Animals Talking". TRST1274. £2.84 inclusive.

**OSCAR SATELLITE PREDICTOR** 65p  
"hale" electronic music modules. The "Chemist". Educational electronic kits. S.A.E. for details and price list.

**TRISAGION LTD.**  
Dail, Rannoch Station, Perth.

**Schools Prom**  
Classical · Folk · Jazz  
ROYAL ALBERT HALL  
Tuesday 4 November 1975 at 7.30 p.m.  
sponsored by  
**THE TIMES**  
Educational Supplement

A gala performance by outstanding young musicians from The National Festival of Music for Youth. All kinds of music will be featured—orchestral, chamber jazz, dance, folk, swing... an exuberant evening's music by the leading musicians of tomorrow.

Bookings and information can be obtained from the Royal Albert Hall or from H. Metzger, Times Newspapers Limited, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

## Welsh take on more graduate

by Philip Venning

Children are far more likely to be taught by a graduate in Wales than in the North of England, according to figures issued this week by the Department of Education and Science.

The statistics show marked regional variations in the proportion of graduates employed in schools. Just under half of all teachers in Welsh secondary schools in 1973 were graduates compared with under a third in the North.

In England, the highest proportion was in the South East (excluding London) with 40 per cent of graduates in secondary schools. In primary schools the highest proportion 18.7 per cent was in Greater London, the lowest in the North (3.7 per cent).

The same sort of variations occurred in different types of secondary school. Half of all teachers in Welsh comprehensive schools were graduates, compared with the best English region, Yorkshire and Humberside (41 per cent) and the worst region, the North (37 per cent).

The remaining grammar schools did best of all for graduates; all had more than 70 per cent. Direct grant schools varied considerably— from 70 per cent in Wales to 56 per cent in the East Midlands. There is no regional breakdown for independent schools, but the overall figure for recognised independent secondary schools is 78 per cent.

The statistics also show that a quarter of men who were promoted to primary school headships in 1973 were under 33; the age for secondary headships was 38.

There was little difference in the promotion prospects of men and women non-graduates in secondary schools. In 1973 those occupying Scale 2 had an average age of 31; those teaching Scale 3, 35 and Scale 4, 39. They reached senior posts at an average age of 47. Men graduates,

however, were all slightly younger than women.

More than 40 per cent of all-time staff were young teachers, a short length of service on a lowest salary scale. Heads made 2.5 per cent of all full-time teachers and half of them had been teaching for at least 24 years. A quarter of all teachers who retired in 1973 were heads.

A survey of teachers who took aged 40 or over revealed that in primary schools had spent longer teaching than men in secondary schools. Nearly half of all men retired from primary schools, 41 or more years of service, compared with only 21 per cent of the who left secondary schools.

In 1973 the number of full-time teachers receiving pensions rose to 105,000, compared with 100,000 in 1972 and 97,000 in 1971. During some period the annual average allowance rose from £510 to £590. Statistics of Education 1973. Vol. Teachers, HMSO £3.65.

## Digs crisis forces polys to prefer home-based students

A drastic shortage of student accommodation is forcing a number of polytechnics to give preferential treatment to home-based students for the first time since the polytechnics were established in 1965.

Sir Alex Smith, chairman of the committee of directors of polytechnics, said this week that the trend towards home-based places could now be inevitable.

Inquiries this week showed that at least four polytechnics—Trent, Sheffield, Manchester and Liverpool—will be expanding their intake of home-based students this year.

Trent Polytechnic decided last week to offer its remaining 400 places only to students who could live at home or could find somewhere to live without the polytechnic's help. The only exception will be a small number of places available in some science and technology courses.

Sheffield Polytechnic has asked its department heads to give

priority to students who can live at home. Mr A. R. Corbett, director of student services, said that this decision could mean that the polytechnic's more towards national recruitment would halt this year.

Sir Alex Smith, director of Manchester Polytechnic, said that between 1974 and 1975 the proportion of students living at home had increased from 35 per cent to 42 per cent.

Liverpool Polytechnic has not put any controls on which students to admit, in spite of increasing accommodation problems. Mr Joseph Hurton, director of student welfare services, said that he had told his accommodation officer not to find accommodation for students who could live at home.

But one polytechnic which has reported no difficulties with accommodation this year is the City of London. The other four London Polytechnics have started an advertising scheme to find accommodation in the capital.—*THE TIMES*

## Hostel costs 'cut to bone'

Universities have pared the costs of student hostels to the bone and can make no further savings, according to a Liverpool University report.

In a survey of the past five years at Liverpool, the university's development committee note the increasing cost of providing beds for students and the efforts made in cutting those costs. "Little or nothing in the way of savings can be expected from further reduction of standards of room size, materials, furniture and equipment", they say.

"Study bedrooms no longer have their own washbasins, the number of bathrooms and wcs has been reduced, and the shared kitchens are of interest size. There are no longer common rooms or lounges, nor any proper noise insulation between rooms."

"Such a reduction of standards is

regrettable for two good reasons. Students are only in residence for 32 weeks out of 52, and substantial income is now obtainable from conferences held in the vacations.

"Liverpool, however, may not be the first choice in Britain for a place in which to hold many conferences, and, if, after one trial, delegates report unfavourably on room noise and furniture, badly-needed revenue may diminish."

"Second, and of greater long-term importance, a student residence should be able to stand up to very hard wear, and in its own structure be able to do so almost permanently, since students' rooms need to be replaced regularly."

"Reductions of building standards imposed on Liverpool and other universities under recent financial necessities will call for excessive repairs in later years."

## NUS warning on spending

Student unions were warned this week to be ready to resist another attempt to deprive them of their financial and political independence. Mr Hugh Lanning, treasurer of the National Union of Students, told a conference in Teesside that he detected moves similar to those which had been made by Mrs Margaret Thatcher when she was Conservative Education Secretary in 1971.

He mentioned the referral of the NUS London Polytechnic's students' union to the Director of Public Prosecutions for allegedly having made payments to outside bodies, and said that student unions had been accused of funding everything "from sex to the latest bombing campaign."

Mr Lanning said unions must ensure they kept proper audited accounts and that their expenditure was made in accordance with a well-defined democratic procedure.

## Literacy volunteers go into action

The first literacy programme specially for parents and childminders began this month at the National Children's Centre in Huddersfield. A grant of £3,800 from the Adult Literacy Resource Agency will finance twelve volunteers who will give individual tuition to adult illiterates at home or at the centre.

Radio advertisements will tell parents that not being able to read or write can make things difficult when their children start growing up and reaching school age. The theme will be: "We can help you to help them."

Tutors will start with a basic "survival vocabulary" and proceed to words needed to run a family or mind a child.

A mum who brings home a tin of dog food instead of stewing steak because there were pictures of juicy meat on the wrapper needs help, said Mr Brian Jackson, who helped to organize the scheme.

## Warnock

### Seldom just one handicap

Handicapped children are not given the help they need because they are being categorized rigidly by the Welsh Joint Education Committee, Warnock said in a letter inquiring into Special Education.

The Welsh committee's aide said it was unusual to find a child with just one handicap, and many children were placed in category with little regard for individual strengths and weaknesses. Children should be classified, need, and not divided up by tags.

They criticize the social a medical services for their reluctance to give information and advice. Teachers should be given information, and more opportunity to work with handicapped children in special units attached to ordinary schools.

The Welsh committee are critical of the way schools help handicapped pupils into adult life. They say there should be an assessment and more training, that they can cope with the pressures of work as well as physical and mental ones.

Careers guidance for the handicapped should be handed over to the youth employment service.

### 'Advt' ban on TV cartoons

Cartoon characters and popular TV and BBC children's programmes will no longer be able to recommend products and services which could be of interest to children. This new rule appears in the IBA's latest code of advertising standards and practice, published this week.

The rules also stipulate that for advertisements featuring celebrities who appear in children's programmes must not be broadcast before 9 pm and that edutainment for toys, games and other products must indicate their price.

The IBA say that the cartoon characters and personalities, had been criticised because they let their affection which children develop for these characters should be exploited for commercial purposes.

It was intended to forestall a kind of criticism which has been levelled in the United States and Canada, where the use of children's cartoon characters has been attacked.

The new ruling on toy products intended to prevent the possibility of disappointment if a toy proves too expensive to buy.

Also strengthened are the rules for advertising alcohol, tobacco and associated with drinking. An advertisement should seem to be younger than about 25, but not 20 as it is present.

# SCHOOL TRAVEL



S.A.G.T.A. (SCHOOL AND GROUP TRAVEL ASSOCIATION) WAS FORMED IN 1970  
IT BROUGHT TOGETHER THE PRINCIPAL SCHOOL TRAVEL OPERATORS OF BRITAIN

THE ASSOCIATION HAS SIMPLE BUT LAUDABLE AIMS. THEY ARE:

- TO ESTABLISH THE HIGHEST POSSIBLE STANDARD OF BUSINESS ETIQUETTE AND BEHAVIOUR WITH THOSE TRAVEL OPERATORS DEALING DIRECTLY WITH SCHOOLS.
- TO EXERT POWERFUL JOINT INFLUENCE UPON CARRIERS FOR THE BENEFIT OF SCHOOL PARTIES GENERALLY.
- TO PROVIDE A FORUM FOR DISCUSSION AMONG ITS MEMBERS AT WHICH MATTERS OF COMMON INTEREST MAY BE PURSUED.
- TO ACT AS WATCH-DOG IN EVERY ASPECT OF EDUCATIONAL TRAVEL AND PARTICULARLY TO SAFEGUARD THE INTERESTS OF THOSE INVOLVED IN THE "SCHOOL JOURNEY".

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## Crosland's cuts rule out all scope for improvements

Circular 10/75 will go down in educational history as the first government circular since percentage grants ended in 1959 in which local authorities were told they should and should not make cuts.

The suggestions—which are given in full opposite—are in general terms only. More specific guidance is promised in another circular to be issued after the rate support grant negotiations.

As forecast in the DES of August 22, the main priorities set out, explicitly or implicitly, in the circular are the maintenance of existing staff ratios in primary and secondary schools up to the age of 16 and the maintenance of existing provision in non-advanced FE.

Areas where cuts may have to be made are: higher education, staffing ratios in sixth forms, nursery education and the admission of rising fives, material and equipment in buildings, and all optional extras such as sport, recreation and community services, libraries and museums, maintenance grants to pupils, and so on.

It is clear that, in the words of the circular, "there will be no scope for improvement in any level".

This is borne out starkly by the DES forecasts in the first paragraph of the section on education. Because most of the increase in numbers of pupils and students is at the expensive end of education, informed guesses put the total extra costs, including capital costs, at £70m, evenly divided between schools and further education. This could mean local authorities having to find an extra £50m, out of revenue expenditure while at the same time cutting their budget by up to 5 per cent.

It was mainly because of pressure from the local authorities themselves—and particularly the treasurers—that the circular was issued. But L.E.A.s are already complaining that the suggestions in

it will not be adequate to make the cuts required, that of the most controversial suggestions—to stop taking in rising fives—may not save very much at all, as in many cases these are only taken on to fill up existing classes. At the other end of the scale, there are obvious savings to be made in sixth forms, but it will be difficult to make them immediately effective.

Other criticisms concern the priorities implicit in the circular. The second paragraph suggests that the number of teachers should be reduced where people are moving out of deprived inner city areas. But an effective way to divert greater resources to areas of urban decay would have been to maintain the existing number of teachers in those areas, the cost of increasing staffing ratios in areas of rising population. A lot of contingency planning for cuts went on in the DES before Mr Mulley took over from Mr Prentice in June. Usually well-informed sources suggest that had Mr Prentice still been in charge, the emphasis might have been slightly different.

But, however they are distributed, the number of teachers employed is regrettably going to be smaller than originally planned. In the 12 months ending in January 1974, there was a net increase of teachers in nursery, primary and secondary schools of 21,689. The figures for 1975 and (estimated) 1976 are 15,123 and 8,040. The DES refuse to commit themselves for 1977, but, on the basis of the figures in the circular, it is difficult to see how it can be more than 2,100.

The circular, which was initiated by the Department of the Environment, also contains sections on local transport (the most badly hit service after education), housing, fire and other services, personal services and other environmental services. The reasons for the circular are clearly set out in the preamble.

## What the circular said about education

The Department's latest forecasts show a net increase in 1976-77 over the current year of some 23,000 pupils in the primary and secondary schools to a total of 74,000 in primary pupils being more than offset by an increase of about 97,000 secondary pupils, and of about 20,000 full-time higher education students attending further and higher education colleges. There will thus be no scope for improvement of standards by the education service at any level, and only by strict economy and careful planning will it be possible to obviate the need for reductions of standards.

In the schools the first priority for available resources should be for pupils within the compulsory age range; for them the aim should be to maintain, but not to improve, existing staffing ratios. While some authorities will need to increase their teaching staffs for this purpose, those authorities with a falling population, mainly large urban areas, should reduce their teaching staffs proportionately.

Much of the net increase in numbers will occur among pupils and students of 16-19, reflecting demographic trends. It is important in present circumstances that authorities should review the organization and disposition of their provision for these age groups in schools and colleges to ensure that educational resources, including teachers, are most effectively deployed, and are not unnecessarily dispersed among widely small groups of pupils or students.

In the higher education sector, where capacity both of staff and of accommodation has in many instances

been reached, additional students should be accommodated as far as possible within present resources, and further steps should be taken to increase staffing ratios.

These local education authorities which have recently allowed children to be admitted to ordinary infant classes on reaching the age of four should review this policy in the interests of economy. Rising-fives should not be admitted unless they make an additional call on educational resources and do not prevent the redeployment of these resources for more essential purposes. Young children should be admitted, normally for part-time attendance, only within the capacity of purpose-built or adapted nursery accommodation.

Steps to rationalize and concentrate resources in these ways should help the education service to make the best of a period when standards are likely to remain below the level generally accepted as desirable in the recent past. Wherever numbers are falling, although expenditure cannot always be reduced exactly in step, every effort should be made to secure the consequential savings as early as possible.

There will be no scope for increased expenditure in real terms on the rest of the education service—including the youth, recreation and community services, expenditure on fees payable to independent and direct grant schools, maintenance allowances or other assistance to individual pupils—or in the libraries and museums service.

Behind it all is the fact that public expenditure as a whole is under control. This does not mean that local authorities only. As to the Financial Times, the Treasury's spending has by 47 per cent since April 1973, the public sector borrowing has increased, but by the Chancellor's estimate, will be up by no more than 30 per cent to £12 billion.

What this means is that, for local government, conventional accounting rules have been shown to be inadequate for the sort of rationing we are now experiencing. Scottish local authorities have been told to cut back their education spending in the same way as in England and Wales.

Local authority functions as a whole are supervised by the Secretary of State. This week a Sir Office spokesman said that, while a circular advising specific cuts in expenditure was under consideration, no decision had yet been taken.

On the day that the Education Secretary was seeking for the first time the circular telling local education authorities where to make cuts, Lord Lester, one of his junior ministers, was saying that local authorities would be left completely free to decide where to make their cuts.

According to Mr Mulley, the revised draft of the circular did not reach ministers until Monday, September 1, the day before it was originally due to be issued. (A summary, however, had appeared in *The Times Educational Supplement* 10 days before.)

Mr Mulley certainly knew that a circular was going out because it had been agreed at the meeting of the consultative council on local government finance on August 1, at which he had been present.

What he did not know—and what reportedly upset him when he learnt about it too late to make any alterations—was that a circular would be going out so soon with such specific details on education cuts. It was the small print—the paragraphs which we reproduce on this page—which took Mr Mulley by surprise.

The Department of the Environment, under orders from Mr Anthony Crosland, had to get a circular out quickly. They consulted the DES and the three other departments concerned, who all produced their own sections of the circular.

According to one source, it was all done in rather a hurry. But if the publications are to be believed, it still shows a remarkable lack of coordination between the Secretary of State and his top officials.

This is not the first time that the new Secretary of State has found himself overruled by a junior official. Following the Council of Local Education Authorities' conference in July, Mr Mulley set his department to work on a paper showing how the L.E.A.s would be able to stick to 2 per cent growth rate. The paper impressed the officers and members of CLEA

## L.E.A.s ask: what does it all mean?

Education officers reacted warily this week to the Government's circular on local authority spending. Many of them said they were waiting for further clarification from the DES on its meaning.

The circular challenges the plans of local authorities like the Inner London Education Authority and Liverpool to take advantage of falling birthrates to improve staffing ratios.

The statement that "rising fives" should be admitted only in infant classes with vacancies "is directly opposed to the policies of two-thirds of the education authorities in England and every Welsh L.E.A. except one. On the basis of the circular, only about one in three four-year-olds should be in primary classes at the beginning of each year. According to DES figures more than two-thirds of all L.E.A.s already have more under-fives than this in ordinary classrooms.

The DES already frowned on the practice of admitting four-year-olds on educational grounds and the circular merely adds economic reasons to their objections.

Education officers say it is impossible for any child to be in school without making some demand on educational resources, but in many areas the actual savings to be made are insignificant.

In rural Norfolk, where 20 per cent of primary four-year-olds were in primary classes other than nursery in 1973, the savings would be small, according to Mr David Contesworth, chief education officer. Because of the large number of small village schools with two teachers and about 20 children each, there was little extra expenditure on the under-fives except the cost of pupils and paper.

Dyfed, the authority with the largest proportion of under-fives in infant classes (41 per cent of three and four-year-olds in 1973) also has a large number of rural schools. Mr J. D. Davies, assistant education officer, doubted if much could be

saved here, though there were possibilities for savings in the towns. In urban areas where there is room for economies on the under-fives, action depends on the priorities of the L.E.A. Richmond, one of the Outer London boroughs with a large number of four-year-olds in infant schools, decided before the circular was published to admit only rising fives instead of four-year-olds at the beginning of the year in which they were five.

In Newcastle upon Tyne children are admitted to school at the beginning of the year in which they become five. In 1973, they had 31 per cent of their three and four-year-olds in primary classes.

Mr Jack Chadderton, the CEO, said that getting young children into school was not the top of his list of priorities. Progress towards full nursery provision was too slow, and the falling school population created the necessary space.

The circular advises urban authorities which have falling school rolls to "reduce their teaching staffs proportionately". Teacher-pupil ratios should be maintained but not improved.

The L.E.A. recently decided that as rolls fell they would have small primary schools rather than concentrating pupils in fewer larger ones. Where the results in smaller classes it is bound to improve staffing ratios, though the L.E.A. say there are other factors to consider such as the distances young children have to travel.

Because of the circular's comments on the 16 to 19 age group, the L.E.A. are expected to question whether their secondary reorganization plans—involving small secondary schools with some arrangements for co-operating working between the small sixth forms—are economical.

Liverpool are also working towards improvement in staffing ratios as rolls fall. Mr P. P. Clarke, director of education, said he could not predict what effect the circular would have.

A clear and authoritative statement was needed from Mr Mulley spelling out "absolute priorities". The DES must not have policies creating demands which could not be met by the L.E.A.s.

## ACC: 'no balance'

Standards in the education service which parents, teachers and the local authorities have come to take for granted are going to be reduced, according to Mr Tim Hightower of the Association of County Councils.

"The economic benefit to be got from the measures listed in the circular will not balance the cost of the extra pupils, so if we are in a nil growth situation then existing standards simply cannot be maintained," he said.

Mr Hightower said the most important phrase in the section on education was "... to obviate the need for reductions of standards". It doesn't say (prevent) a reduction in standards and it doesn't say avoid a reduction in standards, although it might well convey that meaning to the lay reader," he commented. He did not think that the message from the circular was that it would be possible to maintain existing standards by strict economies and careful planning.

## AMA: 'difficulty'

Local authorities would have great difficulty complying with the circular, Sir Robert Thomas, chairman of the Association of Metropolitan Authorities, said. But if they did, the living standards of many people would drop.

Reducing staff where population was falling looked reasonable on paper but in individual schools the drop would often not be enough to get rid of a single class. The ban on rising fives would hit the most deprived children and the threat to recreation and community services would affect the unemployed young.

Cuts in transport subsidies put a heavy burden on poor families with secondary school children, and limitations on residential accommodation for delinquents meant even more work for social services staff.



## NUT: 'urgent talks'

Mr Fred Jarvis (above) general secretary of the National Union of Teachers, said a rapid fall in standards would be inevitable if local authorities acted on the circular. It confirmed everything said at the TUC conference last week about the serious threat now facing the education service.

"We are seeking urgent talks with the local authority associations, and we shall be seeing Mr Mulley this week."

Mr Jarvis said Mr Mulley and his fellow ministers were required to be angry because they were not consulted about the circular. "If these reports are true, they reveal an astonishing state of affairs."

## NAS: 'regret'

"We recognise that education must take its share of the cuts," said Mr Bernard Wakefield of the National Association of Schoolmasters.

"We agree with the emphasis on protecting those of compulsory school age, but we deplore the fact that the opportunity for improving pupil-teacher ratios will not be taken up, and we regret that rising fives are being excluded."

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The first step though, is to write giving brief details to Major O. J. Massey LLB, R.A.E.C., Ministry of Defence (Dept. N2), Empress State Building, Lillie Road, SW6 1TR.

**Army Officer**

## But Mulley 'didn't know'

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## 'Lifelong learning' the key

from Paul Moorhead

GERALD

A radical reorientation of teacher training, with pre-service preparation as only a first stage in a continuous process of professional updating, is one of the key recommendations of the thirty-fifth International Conference on Education.

Regular in-service education was vital if teachers were to carry out their changed role in society, said the recommendations. They were no longer required merely to pass on knowledge, but also to prepare pupils to live and work in a rapidly changing world.

Refresher courses should take place within the framework of lifelong learning. Teachers should be prepared to learn new techniques and specialisms throughout their careers and the recommendations pointed out—there was no such thing as a finally qualified teacher.

The 35-point recommendations came at the end of the nine-day conference organized by Unesco's Geneva-based International Bureau of Education (IBES), September 5-14. Attended by more than 400 delegates from 96 countries, including more than a dozen ministers or vice-ministers of education, the main theme was "the changing role of the teacher, and its influence on preparation for the profession and an in-service training".

Breaking with previous IBE conferences, delegates split into discussion groups. In spite of the theoretical nature of many of the final recommendations, there was an emphasis on the practical implications of policy decisions for teachers in the classrooms.

Mr N. M. Goble, from Canada, one of the conference's two rapporteurs, asked: "Confronted by over-large classes, striving to apply new humanistic approaches, faced by students who contest the adult view of contemporary life and by parents who contest educational innovation, what help might the teacher look for?"

## 'Under the searchlight' of public opinion

The inadequacy of teacher training systems is a key cause of the educational crisis in a number of countries, according to a conference report produced by the International Teachers' organizations.

If education is to meet the likely demands of the end of the twentieth century, these systems must be reformed urgently, the report says. Students now training will tend to be in senior positions in 25 years' time. Failure now to adopt training to the changing role of the teacher will have serious long-term repercussions.

Written by the International Federation of Free Teachers' Unions (IFFTU), the World Confederation of Organizations of the Teaching Profession (WCOTP), the World Confederation of Teachers (WCT) and the World Confederation of Teachers' Unions (WCTU), the report emphasizes that the concept of the school as an island is now ending.

Teachers as a group are coming increasingly "under the searchlight" of public opinion, especially as education comes to claim more and more of the national income. This means, says the report, that teachers cannot and should not restrict themselves to the school. They should take part in the life of their community.

The report calls for primary and secondary teachers to be familiar with each other's problems, and for their training institutions to be similar so that the various categories of future teachers will be able to obtain practical experience at all levels.

At the same time, teacher training of all kinds should be of the same standard and duration. All diplomas should have the same value and should give teachers the right to equal pay.

For a long time, teachers' representatives had, with justification, been wary of "capricious" policy changes, and had been sceptical of innovations decreed above. This was not because of conservatism, but because of a concern for professional effectiveness, concrete objectives and practical reality. Throughout the discussions, he said, the need to validate innovations had been stressed.

Many delegates asked whether it was possible for one person to combine formal instruction and social education, as had been requested. They expressed concern that teachers could stop offering real expertise in their subjects, and the idea was floated that there should be two kinds of teachers for these two different functions.

It was also emphasized that the new responsibilities of teachers did not mean that they should have to undertake these directly themselves; rather, teachers should co-ordinate students' needs through a network of agencies. Their changing social functions had to be regularized through policy decisions, and recognition that educational policy could not be divorced from politics and national policies was vital.

Some participants suggested that states should consider in what extent teachers were associated in developing new policies; how closely educational policy was linked to overall national policy; how much real freedom a teacher had in transmitting knowledge to his pupils; and, since teachers could not adequately be replaced by other people, what specific kinds of knowledge they should have.

They also asked how in-service training—if compulsory—was to be financed? Answers on this ranged from the argument that such provision was the duty of governments and the right of teachers, to the argument of one delegate who thought it should be funded by matching contributions from teachers and the employing authorities.

Really emerged must clearly when discussing the Third World. Delegates emphasized that those

countries with least means had most severe pressure for upgrading. It was essential that teachers in the new schools should be part of the struggle for a better life. They should not be isolated in their own schools, and help people to meet the needs of their communities, and to relate them to world trends.

This called for adaptability, the question of how to select teachers. The conference decided that an international working group should be set up to investigate.

Democratization of education, a recurring theme. Some countries, especially those from the Soviet bloc, said that they had already established this and that it was no longer an issue and they put to the steps they had taken to give equal opportunity to all, and to eliminate discrimination.

For some other countries a school, children made up a special privileged group. Many said: "If you try to do more than this, you are trained to do, you will wear the standard of your school."

Democratization also meant giving teachers themselves, not just their salaries, but their own say in decisions on education as a whole. The chief speech therapists for and pupils should also be taken to participate in a genuinely important of team work, particularly with teachers, was widely

But large numbers of us were now entering higher education. The global roles des in some countries, and it was described by Dr Hoh were the fact increasingly difficult to find of local education authorities who balance between the aspirations of appointed therapists to work attitudes of students and their isolated circumstances.

The concept of lifelong education, which is something children can be for everybody met with resistance. It was described by Dr Hoh as a concept of education systems. It could be a concept which is something children can be for everybody met with resistance. It was described by Dr Hoh as a concept of education systems. It could be a concept which is something children can be for everybody met with resistance.

## 'Teacher cuts go against world trend'



James Porter

World demand for qualified teachers is expected to jump by 9m in the next 10 years, but Britain is to cut its own teacher training programme by half, said Mr Porter, principal of Birmingham College of Higher Education.

Mr Porter has just returned from the 15th session of the International conference of group of parents who had insisted that their children should go to school at Geneva where he was chairman of a commission their neighbourhood comprehensive school on the other side of Steven-

He said that a number of countries, particularly in Africa, Latin America, were suffering from a shortage of teachers. The parents, who sat with him at the 13th session of the group of parents who had insisted that their children should go to school at Geneva where he was chairman of a commission their neighbourhood comprehensive school on the other side of Steven-

Warning to  
speech  
therapists

Speech therapists were warned this week that they should not take on more than they were trained for when trying to help children with language disorders.

Dr Kenneth Hoh, director of the Wolfson Institute, told therapists at the national conference of speech therapists in Cardiff that there was a tendency for speech therapists to take on a global role because they often found themselves working in isolation from other professionals.

They could be faced by a child with a language handicap. It would be automatically bringing a host of other problems, such as communication with parents and discrimination at school.

But if you try to do more than you are trained to do, you will wear the standard of your school," he said. "Instead you must put your own emphasis on what you are trained to do, and not on what you are not trained to do."

The chief speech therapists for and pupils should also be taken to participate in a genuinely important of team work, particularly with teachers, was widely

But she said sometimes the teacher was not aware that a child did not understand what was going on in class. He notices immediately if a child is deaf, but a child with language difficulties may appear to be simply difficult.

She said that often teachers were surprised and a little distrustful of the way speech therapists go about their work. "They think speech therapy is something completely divorced from normal teaching."

"They think we should go into a little room with the child and set up all sorts of complicated machinery. Of course, we can provide a stimulating environment for the child, but we feel it is better if it is as little contrived as possible."

"But we do try to introduce a very detailed programme of learning. Speech therapy is a very long and difficult process and it can be heart breaking for both teachers and pupils. If we provide a series of stages of achievement it encourages them and gives them the incentive they need."

They were informed on Monday that their children could attend the school of their choice. The school of their choice was playing teachers where they came from—whether they were black, blue or green.



## Chess champion with great potential

Deep in thought at the recent British Chess Championships is 12-year-old Julian Hodgson of Ilminster, Devon. He is considered to be a junior player with great potential. The chess champion starts this week, under-12 champion and Southern Counties under-11 champion — and he is considered to be a junior player with great potential. The chess champion starts this week, under-12 champion and Southern

## Second-chance students win university places

More than half the university applicants who were turned down in 1973 and applied again a year later won places, according to figures issued yesterday by the Universities Central Council on Admissions.

The figures show that 903 home candidates who were unsuccessful in 1973 re-applied in 1974: 173 were accepted, and 66 re-applied for 1975. Twelve candidates who were given places in 1973 but did not take them up failed to get places in 1974.

Applications for civil, electrical and mechanical engineering are likely to be up by more than 300, but applications for mathematics and physics are both down by about 200. Medicine and sociology have passed their peaks of popularity. History is still on the up, while economics and geography are starting to recover.

Children of men in professional and administrative jobs are still substantially over-represented in universities. Teachers of all girls admitted in 1974 were daughters of clerical, administrative or professional workers although these make

up less than a quarter of the male working population aged between 15 and 24.

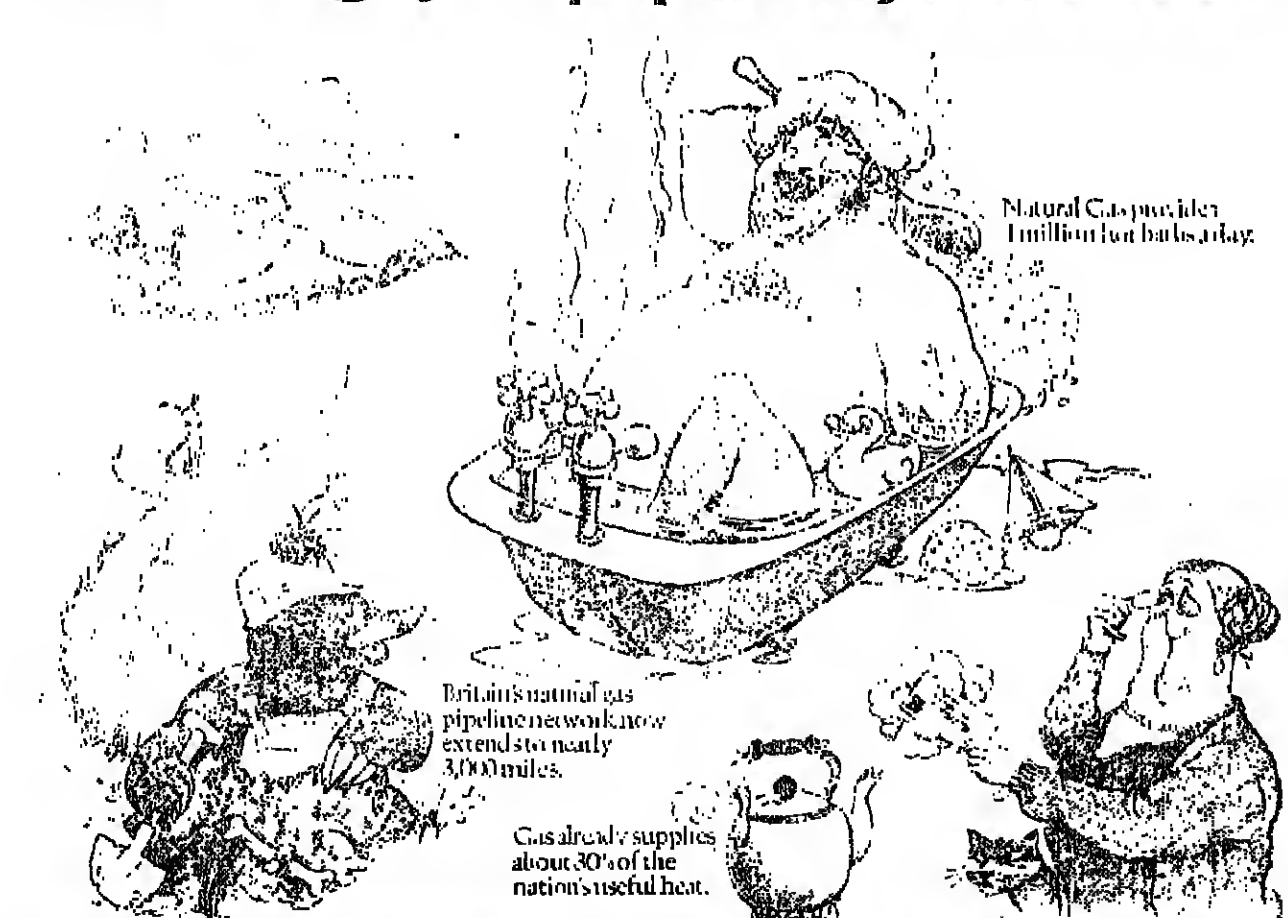
Less than 1 per cent of girls and only 1.4 per cent of boys admitted were children of labourers compared with 7.2 per cent of labourers in the working population. Other under-represented groups are the children of miners, glass workers, steel workers, warehousemen, crane drivers, and leather workers.

On the whole admissions are roughly in proportion to applications, but the middle classes stand a slightly better chance of success. Dr Geoffrey Tompkins, chairman of UCCA, says in an introduction that universities have had and are still having great difficulties in maintaining themselves and the work they exist to do.

"Also they have been and still are subjected to much undeserved and hostile public comment. Yet, it is to the universities that year by year the overwhelming majority of our ablest young people unhesitatingly come for their higher education."

Statistical Supplement to the Tenth Report 1973-4 UCCA, PO Box 28, Cheltenham, Glos, GL51 2JZ.

## Some things your pupils may not know...



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JES.19







- Ⓐ Considerable time is particularly required because of the wide black belt.
- Ⓑ The curriculum has to change so that the notion of superior and inferior cultures can be prevented.
- Ⓒ We need more black teachers in our schools.
- Ⓓ There is ignorance and a lack of understanding on the part of decision makers at all levels in the education system.

*examine our whole philosophy consistently. The presence of children from other cultures, other linguistic backgrounds, has given us new insights and has forced us to look more objectively at our role for all the children we teach.*

The methods and aims of teaching English to a foreign language should not restrict the teacher to the simplified and rudimentary units of pre-constructed language teaching. While using all available expertise, we have to go beyond the usual language school methods, and we have to make use of the language that will add to the country's talents, but not lose these newcomers here in the Indian educational ladder. In remedial classes, the non-communication situation, deprived of chance to study even disciplines like biology and statistics where the knowledge of standard English is mandatory, is a serious concern. Boards might not be so essential. This is our challenge: let us rise to it.

*Banjara Ash teaches English as a second language at Kishoree High School, Bombay.*

dialects spoken by the children. This should be combined with a re-examination of our attitude towards the dialect features that occur in children's classroom speech and writing.

*Reading.* In the teaching of reading, the emphasis must be finally placed on the children's understanding of the texts they read rather than on their ability to produce grammatically standard spoken language of these texts.

*Writing.* The false equations "standard = correct, non-standard = incorrect" should be examined and rejected. Dialect is totally to be interpreted with the clarity or otherwise of children's writing. The influence of dialect should therefore be accepted in written and oral examinations.

*Classroom use.* The children's home language, whether a dialect or a second language, should be given both recognition and a role in the classroom.

*Texts.* Texts for language studies at the primary level should be selected from the *Urban Educational Studies in the Caribbean* (University of the West Indies Press).

the historical, social and political forces which have shaped it, digging out those works of fiction which the teacher considers would provide a way of understanding them, and modes of expression through which the children can express themselves.

For the practising teacher there has to be a lot of discussion about the classroom organisation, structure of work and resources which will best permit this process to go forward.

Whatever is being done in English classrooms at the moment, there is overwhelming evidence that children are not doing well, and are not prospering. Getting the English teaching right is a small part of plunging that, but getting it right might enable the pupils to do what they had to do, and would give them the important tools to achieve it.

Experiences and subject areas that make the regular timetable.

Essentially, this will involve the replacement of a curriculum which up to now, has been largely both mono-ethnic and ethno-centric, one which is genuinely multi-ethnic. A multi-ethnic curriculum addresses itself to the twin objective of inter-ethnic respect and ethnic self-respect. Its content, accordingly, since and eth-

"I don't think they were looking out to find their heads, civilize them, and help them grow up into the twentieth century."  
"After I went to college by boat to live at home, I thought we had some black girls in the same class as me, but after a while I noticed it was all boys." "In my first year we had some talks about the problem of immigrants. I liked the ideas of Cooper, and I would like to go down for a holiday there sometime. The blacks who learned us English were from the other side of the river. A black people were treated in this country. We were all a bit embarrassed and didn't know what to say, but our feeling gave us a lot of books we could read afterwards."  
"I teach in this city school now. I don't seem to have much time to do anything else. I don't find them boring, spiritless or withdrawn and they really don't seem to be very good in work. Perhaps you can't judge too much." The situation of this medieval young teacher is one you will share to greater or smaller extent. But if you are not satisfied with the way that things are, let us meet in education, so that

difficultly would arise because of the differences between the context of schooling in Trinidad and the UK. But this might be somewhat difficult because of the difference of pupil-teacher relationships in the two countries. In Trinidad, the teacher is the disciplinarian, but this finding indicates that achievement is not necessarily the main concern of these children.

The "crisis of identity" and "alienation" of each child are two of the unmet needs of the most problem children. These are the most at-risk groups. To measure which, if assessed with skill and commitment, may assist in remedying or preventing this state of affairs is the recruitment of non-2 teachers from the ranks of these ethnic minorities. The Bullock Committee's proposal of "Children from across the nation" should see people of their own communities in the role of teacher and helper. Local education authorities should be alert to the need of providing training, or retraining, of bilingual staff who will be able to perform this important function.

There is a great likelihood that there would be some degree of empathy between a black child and a black teacher which would facilitate communication. A display of sympathy by the teacher, coming from the heart, by degrees understanding and confidence may then be built up, which may in turn begin

human groups situated historically. Human beings create systems of production and the social relations contingent upon the way the production system has been organized. The authentic Caribbean culture emerged from the way in which the Caribbean masses mediated their forms of production and their forms of social organization. It is in this sense that the slave and slavery in its subsequent and current neo-colonial form, Caribbean language, for instance, is the work originally of slaves, who fashioned it into a coherent linguistic system impenetrable to the cultural and economic instrumentalization of the colonial system. Within this language is the resistant epistemology as well as the foundation of this people.

If the British school system is rejected by Caribbean pupils, this is the affirmation of the slave's humanity. The school system is supposed to domesticate rebellious groups in order

This document was produced as a result of discussions; the concerns expressed here are those of the group of people who were members of the commission on "The Teaching of English in Multi-Racial Britain" at this year's NATO

society—for instance, blacks, women and the working class—into acceptance of a clearly-planted existence. At the same time a privileged minority of children is initiated into the corpus of knowledge and values which enable them to maintain an explanatory social distance. "The movement for a multi-cultural, bicultural, or multicultural education and 'holistic humanism' if it does not develop a clear insight into the relationship between the minority elite culture and the various outlawed cultures of politically subordinate groups, schools are directly functional to an unequal distribution of power, wealth and knowledge. For the movement to be credible it has to display a solidarity with the insurgency and the experience of historically explained cultures."

Karen Burton is planning office at the Children's Committee for Community Relations.

annual conference. Each is, writing in his  
her personal capacity. Anybody who is in-  
ested in following up these items is to  
get in touch with Joan Goody, 24 Corring  
Road, London NW11.



# Sitting on a time bomb

Brixton, 1975:

'If this

young energy is not

tapped and

used for the system

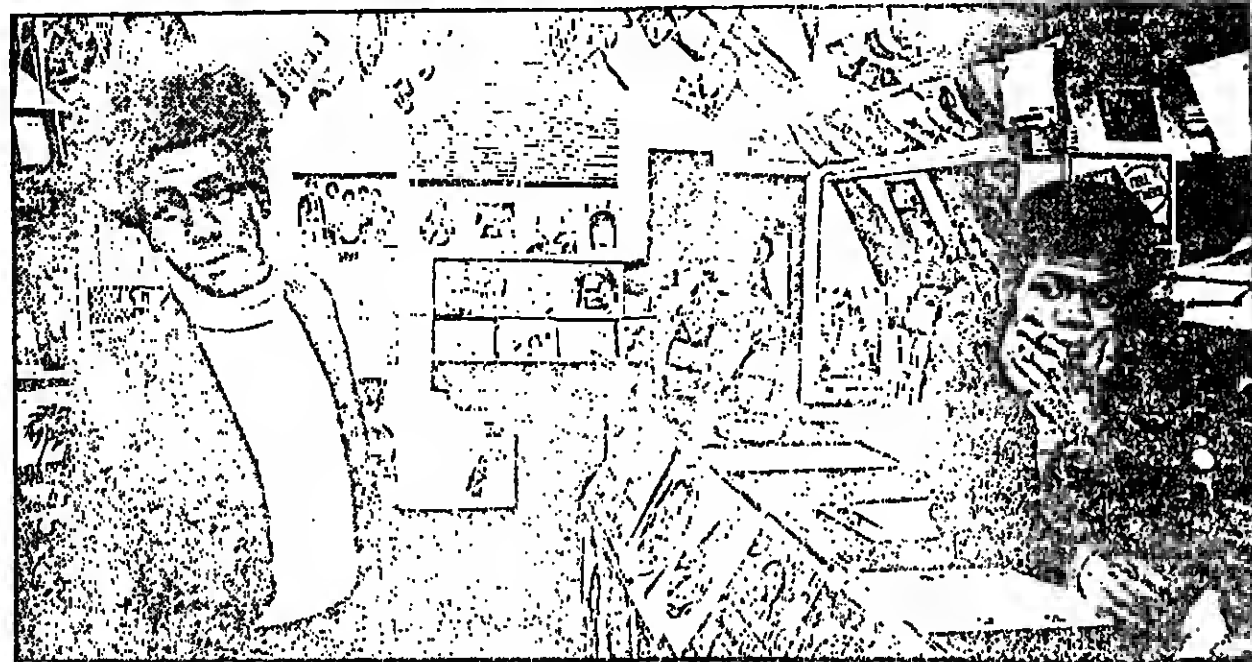
now, who

knows to what anti-

system it

could be harnessed?

CLARE WINTER, *Journalist*



Buchi Emecheta

"Read me my story," the young man commanded, as he pushed the day's copy of the *Evening Standard* under my nose, not too politely.

"Me no fit read man, so I have 'open' he shouted, rather proudly. He was well aware of the fact that most of his friends in the youth club could not read much either. He was proud of being a real member, not somebody different who could read the papers or be aware of himself politically.

"But you went to school here in London for nine years," I said. "How come you have nothing to show for it? How come you can't even read your story?"

In reply he shrugged his elegant shoulders and swore at me, in words that are better not printed.

This particular club in Notting Hill was not built for black young people, but the myth that West Indian youth could be dangerous and aggressive drove most of the white boys away, and by the time I came to work there it was more or less a black youth club.

But how come a young boy of six could not even absorb the basic methods of reading, even though he was in an English school? The numbers of such cases are growing daily. What is the reason to be done? If this young energy is not tapped and used for the system now, who knows to what anti-system programme it could be harnessed? It is like a time-bomb waiting impatiently to be triggered into action. As long as these young people are encouraged to be useless to themselves, to the society and to humanity, anything could result.

The West Indian boy works and moves under a kind of myth, which he can do nothing about. Because of the media, because of the way his history is put over, he is expected to be less intelligent than white boys of his own age. He would have to fight everything, and almost all the way, to prove that he is not so.

I know this because even though I am not a West Indian, I am both a teacher and a black mother with young boys in a London school. In most cases the boy acquires exaggerated gestures, and shouts in an unnecessarily loud voice. He is simply wants to be noticed. But it is the wild behaviour that is mostly noticed by the overworked teacher, not the timid person inside crying to get out. By then he has acquired the image expected of him. "Oh, he is only a West Indian boy. They all behave that way. What do you expect?"

Most black children leave school at the first opportunity, for the whole process is meaningless to them. The more advanced and complex the syllabus becomes, the more impatient and inadequate they feel, and of course the more disruptive. They rub shoulders with their classmates whom they know are cut out for higher things. Inside the world outside, they find they have gained nothing from school that will qualify them for any job.

In London many literary classes have been created to help these social casualties. I was lucky to be employed to help such boys at Dashi in Paddington. Dashi was a self-help project some blacks had set up to correct some of the myths attributed to them; this particular project was the initiation of Vince Hines, a young black journalist.

The boys had learnt the bitter lesson of failure and rejection. They had failed to make any kind of foothold in this uncaring society. They had been rejected by their parents and families. They were mostly burdens in their local authorities, who in most cases did not know what to do with them. They were too young to be sent to jail, and even if they were sent to borstal they could not stay there for life, just for committing petty offences.

After the petty riots and small street fights in the Notting Hill and Paddington area, Vince Hines saw the way some young black people could be misjudged. He saw that most of those youths, wandering in the streets with no place to call their home, would simply degenerate and become hard-core criminals if no decent accommodation was offered. So he converted his flat into a temporary home for these homeless blacks.

Vince was at once humiliated by demands far above the number he could cope with himself. It was then that Dashi (meaning shelter, protection and development) was born. It was still a self-help organization, but it became a registered charity as well. Funds trickled in, and some of the local authorities who sent their most difficult boys to Dashi were even willing to pay for their keep. With this little help, Dashi became established.

At first, all that Vince could do was to see that the boys were well fed and kept presentable, while they were fighting for their rights, at the labour exchange or the Ministry of Social Security. Vince went with them to different offices, helped them fill in the required forms and helped some lucky ones to find employment.

The boys taken to had diverse needs, but in the main could be divided into three main groups.

There were those who only needed a bed for a night or two, after which they would go back to their homes to make up with their angry parents.

Then there were those who wanted to stay for a week or two. All they needed was a place away from the demands of their homes, and a kind of child's adventure which they felt their home surroundings would not let them indulge in. Most of the young people in this category made loyal friends and would visit Dashi from time to time, for a chat with their friends or simply to dance to their reggae records.

Finally, there were those who needed a longer stay. They had been so hurt by society that they had lost faith in themselves, and looked at everybody with suspicion. It was very necessary for them to stay as long as they possibly could. They usually left when they

had successfully held down a job for some months and would find a place of their own.

I was employed to do some remedial teaching with those of the third group who would neither read nor write, and in some education meaningful for the few who had adequately mastered the three Rs. It was not quite clear, at first, how I was to achieve these noble aims, or even what exactly the aims were. They were confused in one short sentence: "Just educate them." But the situation was one of those where you came, you saw, you planned and then carried out your plans. You knew that you were trusted in the right thing, and that your plans could be implemented without having to be discussed and approved by committees.

My programme was simple. Every boy was encouraged to choose a subject of his liking. I kept the class small, six at most. I carried out my first class at the end of the first month, in particular, each doing his own thing. Some would write me a story; others who could write would write me a story; a few would simply tell me of their recent successes with their girlfriends.

But there were some basic rules that we had to follow. One of them was that we were to read very tough books written by black authors, and which were about the city they knew so well. We laughed bitterly at the way blacks were treated when on the dole; we sympathized with authors who had to sleep in rooms full of rats and cockroaches, as the boys themselves had to do. Then books they were taught from had warnings to them, for these were black boys in London, not in Kingston or Lagos.

With those who wished to talk, we always started from their present situation and talked back chronologically in time. This usually ended up with our arguing about who was right or wrong over the slave trade. Was the trade due to the greed of the African chiefs, or the lust of the white capitalist pioneer in the new world? Those boys who wished to draw could draw me a map of the West Indies or of London—or even a caricature of Enoch Powell.

After a while, boys started to take an interest in the contents of the *World* and  *Ebony* that were left lying about on purpose. Some even started to look at the national dailies. Those who needed special skills, after mastering the basic ones of reading and writing, were recommended and admitted to Puddington College of Further Education.

One boy, after reading his first novel right through, said: "I didn't know that books are meant to be read from the beginning to the end. I thought you just read a page or two, look at the pictures if there are any, flip the book away. You know, just as we did at school. The greatest success of all in my mind was the fact that many of these boys were beginning to find themselves, to know that they belonged to the human race, and were not isolated people fighting against a society indifferent to their immediate needs.

Buchi Emecheta teaches in the social sciences department of Quintin Kinnear School, London.

# Coming out of the kitchen

Percussion Instruments and their History.  
By James Blades. Faber £5.50. 0 571 10360 X.

Percussion instruments were once supposed to be only for children or those who could not master "real" instruments. True, kettledrums carried a somewhat grudging respect—had not Beethoven written memorably for them?—but the rest of the percussion section was the "kitchen". To like this was vulgar, and respectable composers were supposed to avoid it. It made two kinds of dishes. First, there were instruments which could, indeed, produce definite notes but could not be respected because of their ridiculous names—the xylophone was best known as a spelling conundrum—while the others could only make loud noises. These instruments could support a rhythm or add excitement to the climax, but were incapable of subtleties. They needed little skill to make and more to play.

If you discover some such story as this floating around in your head then Blades is for you. It is a fat paperback, newly revised from the 1970 original, and much bigger than the corresponding Anthony Baines book on woodwind from the same publisher. These percussion instruments really deserve such a worthy tribute? Even one who has heard Blades lecture or seen his recent television recital will know that he is an enthusiast. This is an enthusiast's book, crammed with strange lore and presenting the results of vast researches. There are lavish illustrations of rare instruments, many belonging to the author; there are many musical quotations demanding rare skills for their correct execution. Blades clearly possesses these; indeed, many were written with him in mind. To even write some of the instrument names I should not care to be standing by when he plays the multiple whip.

It goes on that all the percussionists are going to be the Western class. Percussion has always had an honored place. In Africa drums were sacred and prayer music had to be played on them; they could be played in the same way as the true of song and dance. The Indian player at the end of the book, the *tabla*, is a spiritual dancer in the *cabaret*, are important actors in their own culture, and the most important member of the Latin American dance band is the man on the *claves*. There are just resonant wondrous sticks, which are clicked together all evening in one unending rhythm. You are strong if you think this must be easy and uninteresting to perform. Blades quotes a player's firm denial: "No, no, I think of every bar to make it good."

Half the book is given to non-Western instruments and playing. Percussion is perhaps the most ancient way of making music, and even the Vedas of *Uganda*, without any instruments, slap their bodies rhythmically to accompany their singing. Africa drumming encompasses rhythms in intricate patterns far more elaborate than any thing in Western music and which make the drum pattern in Stravinsky's *Rite of Spring* sound simple. The *Yonbu Kodomo*, or talking drum, is one of many whose pitch can be varied instantly, a refinement of design only recently available in Western composers with pedal-harp and first used by Bartok.

Although many of these instruments are used singly, there are percussion orchestras as well. Among the best known is the gamelan in Western music and which make the drum pattern in Stravinsky's *Rite of Spring* sound simple. The *Yonbu Kodomo*, or talking drum, is one of many whose pitch can be varied instantly, a refinement of design only recently available in Western composers with pedal-harp and first used by Bartok.

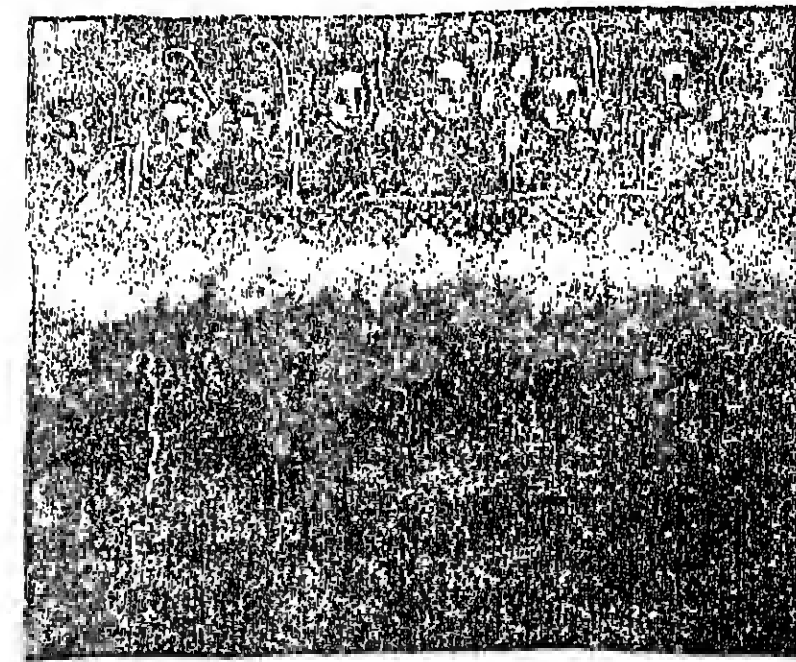
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Stephen Barber traces the history of percussion instruments



Left:  
Chinese balls. Lullall  
Pavilion.  
Eleventh century.  
Below:  
Laced knifedrums and  
hooked sticks.  
Eighteenth century  
Ethiopian manuscript.



The classical West has amply made up for its neglect of percussion. This is Blades's real home ground and he happily fills up his book with hints on playing and snippets of out-of-the-way information. "Chorus have a small repertoire," he will say, and his perfect seriousness in dealing with composers' requests overcomes any doubts about the more outlandish ones. Extreme cases are Wagner's 18 anvils, Mahler's cowbells and his hammer, heavy but not metallic, and Maxwell Davies's glass-breaking machine and his bell, which has to be lowered while still sounding into a bucket of water. Why not, if this produces the sound the composer wants? It was Debussy who really started the modern vogue for percussion. Before him Beethoven and Wagner had written mighty parts for the mighty old Barlow had made interesting suggestions, but too little was known of the instruments and their possibilities. But in the Paris exhibition of 1889 Debussy first heard Japanese gamelan music and this fired his imagination. Five years later he used some "satyric gongs" in *Le Roi Lear*, and in 1905, first of a series of orchestral works which show a fabulously delicate and exact ear for sound.

The French and Russians have always liked bold and brilliant colours and soon followed Debussy's example. Saint-Saëns introduced the xylophone in *Dance Macabre* to suggest the circle of dead men's bones, but it was since showed itself capable of a surprising expressive intensity. Stravinsky delighted in percussion and wrote elaborate parts, all of which he is said to have tried out himself, though I cannot believe he took them up to speed in *The Soldier's Tale* a whole player could play even instruments and is told exactly what kind of stick to use and how to hold them. In the devil's triumph at the end the drums bring all the other players in silence and are left holding the stage alone.

It is not, it is clear, the composers but only the audiences who took a permanent attitude to percussion. In Bartok's *Sonata for two pianos and percussion*, the percussion is as important as the piano; indeed the work ends with a drumming contest. And Stravinsky, who wrote the first work in the genre, was a natural enthusiast for percussion and wrote elaborate parts, all of which he is said to have tried out himself, though I cannot believe he took them up to speed in *The Soldier's Tale* a whole player could play even instruments and is told exactly what kind of stick to use and how to hold them. In the devil's triumph at the end the drums bring all the other players in silence and are left holding the stage alone.

Blades offers a gargantuan banquet to anyone started of percussion lore. His book is not well organized, but it is well indexed; there are entries for "ass, jawbone of the Sannites", "knifed drums" and "lion's roar". But really it is a book to browse in, to learn of the bewildering variety of ways in which living appropriate objects can become music.

# The soul of a mad heron

Kitty Mrosovsky on decadence

Poems. By Jules Laforgue. Edited by J. A. Hiddleston. Blackwell £3.00. 0 631 15940 1.

Paul Verlaine and the Decadence 1882-90. By Philip Steadman. Manchester University Press £4.50. 0 7190 0562 0.

To their contemporaries, the behaviour of the decadents sometimes seemed like that of lunatics. And it still amuses a certain curiosity, as they are observed on their ebullient, effervescent, and rather adolescent course. Philip Steadman decides that the key note of the movement is the sad sensuality of Verlaine's *Langueur*, a view which is hardly new. But he shows that this poem by no means crystallized the movement, whose mercurial language and Greek slave boys were flaunting themselves already in the pages of *Le Chat Noir*, and that Verlaine, needy and gregarious, kept his head, while quite prepared to assume unbridled leadership of the decadent school. The truth was that he didn't care what schools poets belonged to.

"Pauvre qu'il me fût le trépas", as he decadently put it.

Mr Steadman probes between overlapping periodicals, concentrating firmly on aesthetic decadence rather than on the wider ripples of

the notion, and demonstrates in black and white the historical significance of his artfully timed samples. When does a decadent become a symbolist? When all the gelatinous impressionist stuff giving a sensation of reality, and starts giving a sense of unity?

By insisting that the most out of decadent poets were minor self-indulgent, and that the best poets, notably Verlaine and Mallarmé, mirrored decadence, Mr Steadman keeps on a sure footing. But when it comes to discussing Laforgue, that short-lived poet whom he refers to as "an epitome of decadence", the difficulties begin, or ought to.

J. A. Hiddleston is much more keen that Laforgue should be loved for himself alone, and not because Pound or Eliot found him provocative. His selection is, as it is clearly intended to be, a good starting point, though the notes are a little over-explicit. It's time readers stopped being told that the style of a mad heron sobbing on a lake, or a wastrel at a frozen lock, "represent the poet". They should be allowed a deliciously slow intuition, if the facts are not already crying out loud.

Selfily, which often breaks through the cool mockery of the verse, is a not-so-attractive aspect of Laforgue. And decadent he certainly was, with his vivid colloquialism, his flail for such coinages as "eternity"

and "sexiprimal", and his rusty mould of barbed-wire and burdock. Indeed, he shelters quite effectively under Mr Steadman's sensuous umbrella: starting with pathetic impressionism, going on to pious piquancy, and finally getting genuinely raw. The streak of cynicism which runs through his personae shows many restless lovers, and their exhausted forced through the nose as a (covert?) is another aspect of his decadence.

Dr Hiddleston, however, follows on his useful introduction with a careful coaxing of echoes and repeats into the open, and makes a good case for the mastery of the *Danvers Verse*. By the time he and Laforgue have finished, the latter has been shifted into the alpha pigeon-hole of aesthetic unity.

But how impoverishing it is to exclude Eliot from the conversation and besides, how impossible it is not to catch his eye:

O germinous diaphanous, gnomes  
Sacredly anonymous I entice  
It was Laforgue's germinous with their re-  
enactment of thought and feeling, that added a dash of modern colour to Eliot's concept of "discretion of sensibility", yet Dr Hiddleston slips the term into his introduc-

tion as if it were merely an anonymous way of describing a conflict of emotions. Meanwhile, there is some doubt as to whether Laforgue's "anti-intellectualism" is to be regarded as good or bad: does it lead to "the cult of the ephemeral", or to "the ephemeral, the passing truth of the moment"? I fail to see why the French word should assume more airs and graces than the English.

Laforgue is anti-intellectual in the sense that he doesn't believe in the big R of reason, nor in the reasonable behaviour of individuals. But he is an intellectual poet in Eliot's sense, that his thought and reading—Dr Hiddleston rightly derives several paragraphs to Hartmann's *Philosophy of the Unconscious*—affect his sensibility. He often seems to be lost in thought (to use an understated expression), with all the imaginary disguising which that can entail, or "just thinking" about the moon, marriage, sex, Sunday, sterility, convention, words, the atom, anything—and ironically calling himself the Lord Chancellor of Analysis.

As for epiphany, these may be nicked, admired, or decried. Reading Laforgue, there is an intense experience, like running one's fingers through a head of hair—knowing something, but not the very thing is shimmering around.

O Sole de lune,  
Vins, défilé une plume.  
Laforgue was quite aware that life is a lonely business, but this selection should at least help him to make more friends.







## 30 Books/History/Literature

## AFTER THE PILGRIMAGE OF GRACE

Rosemary O'Day

*Reformation and Resistance in Tudor Lancashire*. By Christopher Haigh. Cambridge University Press £8.00. 0521 20367 8.

Dr Haigh has produced an excellent monograph. It is based upon work done for his PhD thesis but amasses most of the pitfalls of such books. He has put forward a carefully controlled argument concerning the progress of the Reformation in Lancashire, supported by a wealth, but not a surfeit, of interesting detail. Relatively brief chapters treating individual aspects of the problem helps the narrative along, presents the general reader with easily digestible material, and ensures that every point is made effectively. The general significance of the book is such that it is a great pity that it has been priced out of the general reader's reach. Moreover, it is not very attractively produced, although the scholar will thank the Cambridge University Press for placing its limitations at the bottom of each page. Perhaps, however, the inconvenience of searching for the relevant footnote on the back of the volume is more than compensated for, for both author and reader alike, by a reduction in production costs and thus in price.

The reception which the Reformation received in Lancashire was somewhat different from that elsewhere. Dr Haigh argues that con-

stant adherence to Catholicism came late in Lancashire, reaching its high point in the sixteenth century. Thus, although it would be difficult to prove that the Lancashire men were more pious than people elsewhere, it is true that the tenets and practices of late medieval Catholicism were retaining their hold in the county at a time when disillusionment with them was prevalent in the south. But the Henrician Government, in seeking to enforce the Reformation at a local level, had to face other problems. Lancashire was composed of extremely large parishes in which a large proportion of the population dwelt at a great distance from the parish church. Many incumbents were non-resident and, in any case, the size of the parishes made supervision difficult, while the gulf between hierarchy and laity, and the fact that the church courts scarcely stood a chance of enforcing discipline.

Moreover, at a time when the Government would prefer to have the Reformation at a local level to the parishes, many of the parishes were wholly in the hands of poorly educated assistant curates, who were difficult to discipline and who were isolated from the reforming ideas current in the capital and the universities. Dr Haigh also points to the extraordinary survival of feudal forms in the county and suggests that it was in such situations, when authority within the community was

retained in private hands, that Catholicism tended to survive.

When it came to the enforcement of the Reformation, Lancashire's isolation from the south proved an important factor. The propagandist techniques and the political efforts of the central government appear to have failed miserably in most areas and a general lack of sympathy with both the government and the capital is evident. Yet when rebellion came in 1536 it was inspired not by the issue of the supremacy but by attacks on ceremonies and doctrines. There is every evidence, Dr Haigh convincingly argues, that Lancashire was treated leniently in the aftermath of the Pilgrimage of Grace.

The official Edwardian reformation was almost entirely destructive in this area. The seeds of the new religion were not sown effectively, partly because of lack of time, and matters were not helped by a sharp decline in clerical recruitment. In some extent, however, an unofficial reformation was at work. A group of Protestant academics, disenchanted with the reforming ideas of their families and friends and a tightly knit group of Protestants resulted, probably drawn from the small farmer, artisan and tradesman classes, which showed some continuity with later puritanism.

The author, in a penetrating chapter, shows that Catholicism's chief strength under Mary was its sympathy to heresy, whereas there was considerable theological confusion among Catholics and a crying need for an internal reformation—particularly in the provision and

education of parochial clergy. To some extent, this need was fulfilled and a considerable revitalisation of the old religion by both monks and laymen was stated so that it was able to mount a determined resistance in the politics of Elizabeth's government.

The section dealing with the attempts to impose Anglicanism stresses the inadequate administrative machinery, the laxity of the bishop (Bosworth), and the particular difficulties encountered in the region. Dr Haigh is particularly good when dealing with recusancy and the approach of the establishment towards it: the authorities believed that the old religion would die out with the demise of the old priests; when the recusants began to arrive in 1575 a new sense of urgency was felt and persecution began in earnest. Dr Haigh discusses the regional distribution and strength of both Catholicism and Protestantism and produces some convincing explanations. He certainly demonstrates that Lancashire as a community was divided into two warring religious factions by the Reformation—here Protestantism did not replace Catholicism as the prevailing methodology.

This book is well worth purchasing and it will be a tragedy if it is read only by specialists. Teachers should be incorporating interpretations like this into their presentation of the Reformation. Those who have read G. E. Elton's *Policy and Practice* should look also to Dr Haigh's book for a detailed analysis of Tudor policy enforcement at local level.

## THE MAN WHO TOLD TOO MUCH

Patrick Carnegy

*Kafka's Other Trial: The Letters to Felice*. By Elias Canetti. Translated by Christopher Middleton. Calder and Boyars £2.95. 0 7145 1097 1

"Could it be that one can take a girl captive by writing?" Kafka asked in a letter to Max Brod some few weeks before he met Felice Bauer. Kafka was involved with Felice between 1912 and 1917: it is the old story of a sensible girl drawn into the web of a man set apart, who spins it not at all to entice prey, but just in gourd his essential solitude. (Kafka's "dearest business-voyant" was in fact no sensible that 15 months after their final parting she married a well-to-do Berlin businessman, by whom she quickly had two children. She outlived Kafka by nearly 40 years, selling his letters to a publisher five years before her death in 1969.)

In the five years of their struggle, Kafka and Felice may have had as many "happy" days together. The rest was purgatory, if not very hell. What, one wonders, could have been the effect upon Felice when Kafka told her (five months after they'd met) that he'd

often thought that his best mode of life "would be to sit in the innermost room of a spacious locked cellar with my writing things and a lamp"? Kafka always told too much.

They hardly ever met—hence the 500 close-printed pages of Kafka's letters to the girl to whom he was twice engaged and whose bed, in some manner or other, it seems he shared for a night or two in a Marlenbad hotel; this, nearly four years after their first meeting. That nothing survives of her letters seems only just. We know perhaps only a little less about her than Kafka himself actually did. For the Felice to whom he bared his soul in these terrible letters was no real person. No wonder the prospect of seeing her face to face was always alarming—his occasional meetings were, as Elias Canetti puts it so well, not planned but rather subject to endless "negotiation".

Kafka's "Other Trial" was his trial by Felice, and it was during it that works as enduring as "Metamorphosis" and "The Trial" itself came into being. Felice offered Kafka life, but to a man who knew that his only hope lay in literature,

that, precisely that, was the adversary.

It was against her that he tested a vocation, one which even to writers of genius like Kafka must so often seem a tyrannical chimera, and in her that it, and not she, was confirmed. Life had to be declared guilty so that the writer could pursue his trial by literature, where one's sentence is the eternal uncertainty of the verdict.

For Elias Canetti, "all the ivory towers in the world crumble before this stellar delirium". His book recovers the hold that the Letters to Felice have exercised on one who is himself a major writer. *Auto da Fé*, *Crusades and Power* and *Unguent* (the Penguin Classics edition, 1973, not yet published in English). Canetti's brief and beautifully written study fills out the background to the Letters from Kafka's already published diaries and letters, and is everywhere informed by the insights of a lifetime's reflection on Kafka. (Letters to Felice, edited by Erich Heller and Jürgen Horn, and translated by James Stern and Elisabeth Duckworth, is published by Secker and Warburg at £8.00.)

## WHEN VIKING MEETS CELT

Shirley Toulson

*North*. By Seamus Heaney. Faber £2.95 0 517 10564 5. Paperback £1.25 0 571 10813 X. *Irish Poets 1924-1974*. Edited by David Marcus. Pp. 75p. 0 330 24301 2.

Two poets have understood and chronicled the potent chemistry that results when Viking meets Celt. They are George Mackay Brown in Orkney and Seamus Heaney in Ireland. North is the most powerful statement of this vision. The poems included here draw from Mr Heaney's earlier concern with the farms of his childhood and with his

later interest in the freak preservation of human bodies in Danish bogs. I am especially glad of "The Seed Cutters" which represents the former, one of "Strange Fruit", one of the most beautiful examples of the latter. Yet this volume marks a new stage: a fusing of autobiographical recollections with a more general feeling of history to produce a comment on the times—in Ulster that is best stark and compassionate.

Mr Heaney's, of course, included in David Marcus's *Irish Poets 1924-1974* he stands half way in this collection between older poets like Padraic Flanagan and John Keats, and whose youngest, William Yeats, is

now 23. This then is hardly a collection of poems written during the last 50 years as its title might suggest. The time span it covers is, however, wide enough for one to be surprised that the 60 very different poets represented here do have a much in common. It would almost seem to make sense to talk of Irish poetry. The poets here are lyrical but not romantic, they deal with rural matters without languishing into pastoral, and they refuse to take sides in their country's religious divisions. As far as verse forms go there is a feeling that poetry is too urgent a matter for gimmicky dead-end experiments,

## METROPOLITAN REVIEW

Simon Jenkins

*The London Journal*. Vol. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

## OUTWARD FROM THE EARTH

John Gribbin

*Asimov on Astronomy*. Macdonald and Jones £2.25. 0 256 08014 6.

Isaac Asimov now has nearly 150 books to his name, and is in the fortunate position of being able to produce "new" books by recycling some of the material which has already appeared in earlier works. This book, for example, is made up of a series of essays which first appeared in *The Magazine of Fantasy and Science Fiction* between 1939 and 1966. All of them have appeared in collections of these essays (covering a wide range of scientific topics) which are produced at regular intervals—but this is the first time that the astronomy essays have appeared together.

I am not sure that that is entirely a good thing. One of the great assets of Asimov's contributions to *The Magazine of Fantasy and Science Fiction* has been their eclecticism—astronomy one month, biology the next, and so on. This treatment carried over into the

other volumes of collected essays, giving a broad but shallow view of a lot of science. But when it comes to a whole book on one specialist topic, Asimov is on his own ground. Asimov on biochemistry, for example, would be worth a look; but certainly not Asimov on anything else, when others with a deeper understanding of specialist fields can write their own popular books.

These particular essays are presented to give a picture outward from the Earth, through the Solar System, to the broader Universe. But because of their age there is no essay on quasars, pulsars, X-ray sources, or, for example, the cosmic microwave background radiation, published in 1974. And Asimov, when writing outside the biological area with which he is most familiar, can perpetrate variable blunders.

In calculating the speeds of planets and satellites in their orbits, for example, he correctly defines the speed of light as 186,000 miles per second, but then uses "Mach numbers" for the speeds of the planets and

satellites. It is obvious to a physicist that he means to bring in the fact that a satellite may move at, say, 25 times the speed of sound—corresponding to Mach 1 at sea level. But the analogy is tortuous and will confuse the non-specialist. The speed of sound where the satellite is, on the other hand, will be a quite different thing, depending on the density and temperature of the tenuous interplanetary gas.

There are other small points—such as the fact that Canada is really less than half the size of the United States—and in a discussion of the "relativity" of motion Asimov seems to think that all frames of reference are equally valid.

For all its flaws, the book will help to maintain the popular interest in astronomy and contains many fascinating insights into problems usually looked at in more straightforward ways. It could be used as an aid in teaching physics, bringing out the implications of Kepler's and Newton's laws. But this will only be the case if the teacher has a better grasp of astronomy than Asimov has.

## PHYSICS IN EVERYDAY LIFE

E. G. Breeze

*Introductory Physics*. Vols 1 and 2. 0 7010 0621 8 and 0622 2. By M. F. Detheridge and M. Nelson. Chatto and Windus £1.20 each.

The name Nelson appearing as author or co-author of a physics textbook is practically a guarantee of excellence. One expects to find competent writing and high academic standards, and high standards certainly live up to that reputation. Based on the Nuffield Secondary Physics course, they cover a great deal of material. They draw, some conventional, some unusual, and significantly, many of their examples from the world of the physicist. These are some very good photographs as well. In academic courses in physics of the O level type, including Nuffield, there is all too often inadequate attention to the part which physics plays in the lives of us all. Messrs Detheridge and Nelson have gone to a great deal of trouble to remedy this lack.

I particularly liked the drawings of the authors illustrating potential and kinetic energy transfers—and these are many more similar good examples.

The 15 chapters in the two books cover all the standard topics in a modern course of O level physics. For example: materials and molecules, force and pressure, energy, electricity, motion, magnetism, optics, optical instruments, light, radio and sound waves.

Most textbooks nowadays offer summaries at the ends of the chapters as well as the usual batch of relevant questions. Our authors here have added "Projects and Investigations". These must certainly stimulate the interest and enthusiasm of the pupils. Two quite delightful books in many ways.

Necessarily, they have serious omissions. The Detheridge claims that the books "provide an introductory course... suitable for junior forms. We have had in mind the

## STINGERS, BRITISH AND FOREIGN

Keith R. Snow

*The World of the Wasp*. By Joy O. L. Spence. Frederick Muller £3.95. 0 584 10334 7.

In this book the author reviews the life cycles and behaviour of wasps. Many foreign as well as British species are included, the term "wasp" being used in its widest sense to include not only the social wasps like the common wasp and hornet and the solitary wasps such as the potter and mason but also members of the ichneumonids, braconids, chalcids and gall-wasps of the hymenopterous group Parasitica. The personal involvement of Joy Spence in this book quite clearly with many examples of original observation being cited. The style of writing adopted is interesting and unobtrusive terminology and jargon are kept to a minimum. About 30 splendid line drawings, mostly of individual wasps and wasp nests, accompany the text, all drawn by Melchor Spence. There is also a section of 14 half-tone photographs showing close-ups of adult and immature wasps, a wasp's

## HAZY NATURE

*Britain's Wildlife*. By Brian Grimes. Photographs by John Markham. £1.95. 0 00 10614 5.

*Britain's Wildlife* is intended as a celebration of the artistry and skill of John Markham, the outstanding wildlife photographer, who died in 1972. The book displays a large number of his pictures, mostly of birds and mammals, with some other animals and a scattering of plants. A number are in colour but the majority are black and white.

To each picture there is a short, succinct caption, offering a brief glimpse into the private life of the subject of the photograph. The book could therefore be thought of as an introductory pictorial encyclopedia for a child, although for this purpose the text is rather brief and the sequence of subjects too erratic.

Rather, it is as an exhibition of the photographer's masterpieces that the volume should be judged, and here it is disappointing. Colour printing is an art as subtle as the colours of nature. John Markham was a perfectionist; the producers of this book are not. Even more astonishing is the publisher's failure to capture anything of the spirit of the photographer's monochrome pictures. Markham's prints were crisp black and white; here they have become hazy, grey and grey. A few of the flower and insect plates show what could have been done.

Well produced, this book might have inspired young naturalists to emulate the schoolboy Markham, patiently identifying wild plants and animals and recording them on film. Instead, *Britain's Wildlife* will, sadly, leave youngsters wondering what all the fuss is about.

J. Seymour

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## Lesson from the Master

David Bohm describes an educational experiment based upon the teachings of Krishnamurti

Photographs by Mark Edwards



Krishnamurti in dialogue with Brockwood students.

One of the typical difficulties with students is that, in questioning all authority, they often come to the conclusion that they cannot accept those rules and regulations needed for the orderly functioning of the school. The authority required by staff for doing their work properly tends to be resisted. What has to be made clear is that the kind of authority that is destructive is the one that arbitrarily imposes a certain set of beliefs, or certain ways of thinking and feeling. Such authority interferes with the art of learning, whether it comes from outside or from one's own likes and dislikes, prejudices, or desires for status and security. On the other hand the authority needed for the orderly functioning of a community, far from being harmful, is actually necessary for true freedom.

Such questions are taken up seriously by each member of the staff, and especially by Krishnamurti, who makes Brockwood Park his home while he is in England several months in each year. There are frequent discussions, both in groups and between individuals, while Krishnamurti talks with the whole school several times a week. In these discussions and talks, which are as far as possible, in the form of a dialogue, the issues are explored in great depth, and in general, through such exploration, clarity of thought and perception eventually comes about.

Although the staff originally come to



Yoga is part of the normal timetable at the centre.

The Brockwood Park Educational Centre was set up in January, 1969, to inquire into a fundamental question raised by J. Krishnamurti—can the members of a community of staff and students free themselves, as they learn and live together, from their background of destructive conditioning. We can now begin to assess this experiment and see what value its results may have for future work along these lines, not only at Brockwood Park, but also in other educational institutions.

The structure of the centre is fairly informal. All members of the staff—whether academic, gardening, kitchen, office, maintenance—receive the same pay and have the same basic responsibility. The principle is that each of their functions has a corresponding authority, which is necessary to carry out their function. The task of continuing all the activities of the school is assumed by the principal. However, in this task, as well as in all others, important decisions are in general taken only after a full discussion by the entire staff. In addition, staff and students meet regularly to discuss both practical issues concerned with the running of the place, and deeper questions arising from the fundamental purpose of Brockwood Park.

The school is not run for financial gain, nor is it supported by the state. It depends on fees and donations by those who feel the value of what is being done there. There are, however, a number of scholarships for those who cannot afford the full fees. The students, aged from 14 to 20, come from 16 countries. This international character is important, as it helps those who live at Brockwood Park to learn how to meet people from different backgrounds and to resolve the difficulties arising from this in a spirit of mutual consideration and affection.

The centre is coeducational and residential, and the total number of students varies from 50 to 55. Each student is given as much individual attention as possible. A high staff-student ratio is maintained and a wide variety of courses is offered, from which students can select a programme that suits their interests and needs. Brockwood Park is an examination centre for London University, O and A levels, and this helps these students who need qualifications for university entrance or for other purposes.

Although the academic work of the school is regarded as important and is pursued in a serious way, it is not the main pole of what is being done at Brockwood Park. The deeper purpose of the centre is to enable students and staff to explore, in every phase of their life together, the implications of all that Krishnamurti has said in his talks and discussions and in his many books.

It is difficult in a short space to describe those teachings. In essence they suggest that mankind has been conditioned to violence, fear and self-deception, and that this conditioning may end only through the art of learning. Such learning is not directed primarily toward the accumulation of knowledge, which is seen only as a by-product. What is essential is an act of total learning, seeing and being aware, not only of outward reality but also of inward reactions—likes and dislikes, hurts, aggressions, pleasures and sorrows—which tend to distort perception and thought.

In this learning, there is no given authority which might offer an illusory sense of security. Everything can and must be questioned, especially the "self", or the "Ego". Daily relationships function as a sort of mirror, revealing the totality of the conditioning. In the very act of perceiving this conditioning, one is free of it.

Brockwood Park is a place where Krishnamurti's teachings are being put to the test. If man and society can change fundamentally in this microcosm, into which students and staff come with all the problems of the world as a whole, it may be possible for such a transformation to take place more broadly, perhaps first in other educational centres, and then later in society at large.

It is not expected that students and staff will be able immediately to understand these teachings, and live what is meant by them. Inevitably, there are many difficulties at the start. Nevertheless, in learning about just these an important first step is made, since the art of learning is the same, regardless of the content that is being learned about.

Brockwood Park because of Krishnamurti's teachings, they often encounter difficulties similar to those felt by the students, and difficulties have to be met in a similar way. For example, in a recent discussion, Krishnamurti indicated that many of the difficulties at Brockwood arise because the people who often do not have proper respect for a teacher. By respect, he does not here mean respect for status, but that care and attention which is needed to listen to anyone to learn from them whatever they may have to impart. Without such respect, learning becomes impossible, and the fundamental purpose of the centre tends to be threatened and large our society conditions people to lack respect, and students who come to Brockwood tend to be affected by this conditioning. At the centre they are encouraged to examine carefully their attitude towards other people, animals and plants, and to objects.

These group discussions are generally a necessity intimately with all that takes place at the school. The centre functions as a community of staff and students, endeavouring to act rightly in daily contact with one another, and to be aware of psychological barriers to such cooperative action.

How well does the centre fulfil its purpose? It is difficult to evaluate this, but there are many indications of continuing significance in being accomplished. Most visitors receive an impression of an harmony and order, which is natural and spontaneous, rather than imposed. Moreover, there is a degree of general respect for the students that is not common elsewhere. For example, there are no instances of violence or of physical destruction. Students who have left Brockwood Park are followed up by correspondence, and through visits to the place, which they feel to be "the return to one's own home". Generally, it has been said that their stay at Brockwood is a fruitful one, which made a major change in their lives.

There has been an ever greater interest in the centre and inquiry into the specific raised in Krishnamurti's teaching on the part of the staff. In general, this results in no harmonious relationships, and in mutual cooperative action. Inevitably there are a and divisions, rather than a smooth and progress toward an ideal state.

The centre aims to extend its work by many ways as possible, especially for the inclusion of adults in a variety of educational activities. Conferences and discussions with Krishnamurti have been held. Recently there have been two such conferences, distinguished seminars, in which fundamental issues similar to those discussed here are looked at in great depth. More conferences of this kind are planned, and facilities at the centre may be made available for other students. Some American universities have allowed students to come to Brockwood for an extended period as part of their studies toward a degree. The possibility is being considered of Brockwood taking students to live at the centre and study rather than at a nearby university or through the Open University.

Krishnamurti has also encouraged the starting of new schools in various countries. There have been two such schools in the last few years, and several more are planned. Schools for younger children are being started in California and British Columbia. Krishnamurti's teachings are being made available to a wider public through talks and discussions in several countries, as well as through the gathering regularly at Brockwood every September. He has also written many books, the latest of which, *The Beginnings of Learning*, is a significant discussion between him and the staff at Brockwood Park.

Although inquiries from other educational institutions are definitely encouraged, there has been no systematic attempt to contact such institutions or to inform them of what is being done at the centre. At present, work is still in a highly experimental stage, and the major interest at Brockwood is in putting all available energies into making the experiment work.

David Bohm is professor of theoretical physics at Birkbeck College, London University. The *Beginnings of Learning* was reviewed in the TES of May 23.



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## ROYAL ALBERT HALL

General Manager: Anthony J. Charlton

### An evening like no other...

Perhaps the most exciting and entertaining evening in the history of young people's music-making will take place on Tuesday 4 November 1975 at the Royal Albert Hall. Outstanding young musicians from The National Festival of Music for Youth, presented by the Association of Musical Instrument Industries, will gather for a gala performance sponsored by The Times Educational Supplement.

### Orchestral...ensemble...swing...jazz...wind...

All kinds of music will be featured—orchestral, chamber, jazz, dance, folk, swing...an exuberant evening's music by the leading musicians of tomorrow. And personalities from the world of today's music will introduce them—including the well-known broadcaster, composer and musician Antony Hopkins, composer and bandleader John Dankworth, and author-broadcaster Derek Jewell.

### Ticket prices...

Grand Tier Box £1.75. Stalls £1.75. Loggia Box £1.50.  
Second Tier Box £1.50. Balcony (central) £1.  
Balcony (side) 75p.

### Special reduced prices...

As happens with the Sir Henry Wood Promenade Concerts, the arena seats will be removed for this concert. For advanced bookings, both this arena area and the upper and middle orchestra seats will be available at the following reduced prices:  
Promenade Arena (standing) 50p reduced to 30p.  
(Standing not advisable for children under 12)  
Orchestra £1 reduced to 75p.

There will also be a party discount of one free seat per 12 booked seats. School/party travel arrangements can be made through B.U.S. School Travel Service, 165 Kensington High Street, London W8 6SH. Tel. 01-937 6497/6780. (Contact: Jill Daniels.)  
Reduced prices available only prior to the day of the concert.

### Makesure of your booking...

In view of the considerable interest already shown in this unique musical event, advance bookings should be made as soon as possible. Please use the application form.

Please enclose stamped addressed envelope.  
To: Schools Prom, Advance Bookings, Royal Albert Hall,  
Kensington Gore, London SW7 2AP.  
Please send me tickets for the Schools Proms as follows:

Sponsored by  
THE TIMES  
Educational Supplement

Name: Mr/Mrs/Ms \_\_\_\_\_  
Representing: \_\_\_\_\_  
Address: \_\_\_\_\_

OFFICIAL USE ONLY

No. of tickets	Total cost
Area tickets at 30p each	
Orchestra tickets at 75p each	
Balcony (side) tickets at 75p each	
Balcony (central) tickets at £1 each	
Second Tier Box tickets at £1.50 each	
Loggia Box tickets at £1.50 each	
Grand Tier Box tickets at £1.75 each	
Stalls tickets at £1.75 each	

I enclose cheque/P.O. to the value of £..... plus stamped addressed envelope.  
(Please make cheques payable to Royal Albert Hall.)







## METROPOLITAN BOROUGH OF ROTHAMPTON EDUCATION COMMITTEE

Required for January, 1978

### HEAD TEACHERS

ROTHAMPTON JUNIOR SCHOOL - GROUP 4  
MIDWINTER INFANT SCHOOL - GROUP 5

### DEPUTY HEAD TEACHERS

ASTON SWALLOWWORTH JUNIOR & INFANT SCHOOL - GROUP 5  
RAWHAMPTON ROSEHILL JUNIOR & INFANT SCHOOL - GROUP 6  
RAWHAMPTON SANDHILL JUNIOR & INFANT SCHOOL - GROUP 5  
WOODSETTS INFANT SCHOOL - GROUP 4

Closing date for all the above posts:  
10th September, 1978

Application forms and further particulars available from the Principal Recruitment Officer (Education), Room 7, 2nd Floor, Municipal Offices, Grosvenor Street, Rothampton, SO1 1QT. Tel.: Rothampton 2121, extension 367. Please quote Post Reference Number TE 1117.

B. W. Ellis, Director of Personnel Resources.

## LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

Applications are invited for the following

### HEADSHIP

tenable from the Summer Term, 1978, at a new school.

TOLLGATE JUNIOR MIXED AND INFANTS' SCHOOL  
Old Long Lane, Croydon, Surrey.

Salary: Head Teachers' Scale Group 6 and the London Area Allowance of £267 is payable.

Reasonable removal expenses will be reimbursed.

Application forms and further details from the Director of Education (TAS), Education Department, Taberner House, Park Lane, Croydon, CR9 1TP.  
Closing date: Friday, 3rd October, 1978.

## Redbridge Primary

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London allowance payable.

### Headship

GOODMAYES INFANTS' SCHOOL (Group 4)  
Airthrie Road, Goodmayes, Ilford, IG3 9RW.

Applications are invited for the post of Head-teacher from January, 1978. (School roll 180).

Further details and application forms available from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Office, P.O. Box No. 11, 265/269 High Road, Ilford, Essex, IG1 1NN, by 22nd September, 1978.

## METROPOLITAN BOROUGH OF SEFTON EDUCATION COMMITTEE

Churchtown County Junior School  
St. Cuthberts Road, Southport,  
Merseyside PR9 7NN

### HEADTEACHER

(Group 7)

Required for January 1978. Headteacher for this well established Junior School.

Application forms and further details from the Chief Education Officer, Burlington House, Crosby Road North, Liverpool, L22 0LG. Closing date 28th September, 1978.

## DEPUTY HEADSHIP

continued

### PRINCE

Headship of a primary school in the London Borough of Croydon. The school is a large, modern school with a good reputation. The post is a full-time position with a salary of £267 per annum. The successful candidate will be responsible for the overall management of the school and will report to the Education Committee. The post is open from January 1978.

### CUMBERIA

Headship of a primary school in the London Borough of Croydon. The school is a large, modern school with a good reputation. The post is a full-time position with a salary of £267 per annum. The successful candidate will be responsible for the overall management of the school and will report to the Education Committee. The post is open from January 1978.

### DEVON

Headship of a primary school in the London Borough of Croydon. The school is a large, modern school with a good reputation. The post is a full-time position with a salary of £267 per annum. The successful candidate will be responsible for the overall management of the school and will report to the Education Committee. The post is open from January 1978.

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## Waltham Forest

### HEAD TEACHER

Applications are invited for the post of Head Teacher for a primary school in the London Borough of Waltham Forest. The school is a large, modern school with a good reputation. The post is a full-time position with a salary of £267 per annum. The successful candidate will be responsible for the overall management of the school and will report to the Education Committee. The post is open from January 1978.

## Waltham Forest

## Oxfordshire County Council

Henley North County Primary School  
Hop Gardens Road, Henley, Oxford

### Headship

Applications are invited for the Headship of the new 8-classroom primary school (Group 4) which is scheduled to open in the Summer Term 1978. It is hoped, however, that the successful applicant will take up post on 1st January.

Application forms and further details are obtainable from the Chief Education Officer, County Office, Oxford OX1 1HA.

## Derbyshire headships

### GROUP 6

Tupton Primary School  
360 children

Applications are invited from suitably qualified primary teachers for the Headship of this school situated four miles south of the town of Chesterfield.

### GROUP 6

Spondon Springfield Junior School  
441 children

Applications are invited from suitably qualified primary teachers for the Headship of this school which is situated on the eastern outskirts of Derby.

### GROUP 4

Pilsley Primary School  
198 children

Applications are invited from suitably qualified primary teachers for the Headship of this school situated approximately five miles south of the town of Chesterfield.

### GROUP 2

Staveley Woodthorpe C.E. (Controlled) Primary School  
68 children

Applications are invited from suitably qualified primary teachers for the Headship of this school which is situated in the north east of the county five miles east of Chesterfield.

Application forms and particulars (s.a.o. fidecap please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 5BG. Closing date 19th September, 1978.

# EXTRA CHILDREN'S BOOKS

## ALL THAT GLITTERS...

Francesca Greenoak

*None Through the Seasons*, by Richard Adams and Max Hooper. Illustrated by David A. Giddard. Kestrel £2.25, 7226 5007 8.

In the beginning were the pictures, David Giddard's painstaking compositions, pretty as a Gordon Fraser valentine, though as far from nature as the illustrations of *Waterbury* (Doris, 1978), which were asked for a text which related to seasons and places. But the result was in substance a series of booklets, so to Max Hooper's task of constructing a scientific history, which took the form of a number of short self-contained pieces, which were scattered throughout the book.

It is not surprising that a book so concerned with nature, so concerned with the scientific approach, the best country writing, to my mind, is by people who do not acknowledge the distinction between the study of natural history and an appreciation of nature where excitement and enthusiasm combines with precision of observation in a compulsive blend.

Separated off, Adams's musings are witty and pungent, and Max Hooper's puns hit and uncover. More seriously, some of the details are wrong or misleading. Some of Adams's informative wanderings are due entirely to laziness of method; a glance into almost any text would have told him, for instance, that the handsome blue plant viper's huggles was named because its flower "mimics" a snake's head, not because snakes are seen in its vicinity. And his suppositions about Gilbert White and swallows do not stand up to even the most cursory investigation. It was not that White failed to notice swallows foregather in the autumn—there are several references to this in his published works—but that his abrupt disappearance from the scene did they hibernate or migrate? The picture captions in this book should also have received more thorough checking. Some have been transposed and others are confusingly positioned.

This said though, there is no denying that the book looks well. Printing, paper quality, colour, all are of a high standard. You will not be able to resist picking it up in a bookshop. But for those who care about the content or for good writing, a word of warning. The seductive

ness of *None Through the Seasons* is deceptive. Its fruits are sugar, very far from the real thing. As a result, the book is neither a pleasure to read nor usable as a work of reference, despite the wonderfully comprehensive index.

*Looking at Living*, 0 356 05127 0, £1.25. *Animal Families*, 05172 2, £1.50. *A Place to Live*, 05173 0, £1.50. Edited by Jennifer Corry. Macdonald World About Us Series.

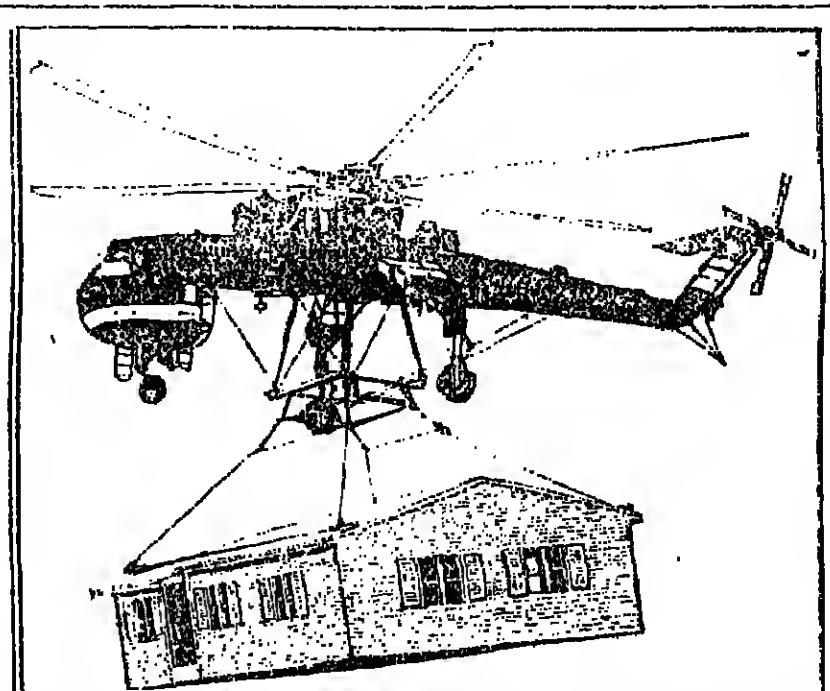
At last, here is a natural history series for children which has been carefully conceived and thought through in every detail. There are virtually no criticisms to be made of the presentation of these books; they are well designed with clear, large print and good illustrations which are entirely consistent with the text, which is itself clear, concise and thoroughly interesting and informative as well.

*Looking at Living* surveys the world we live in, looking at natural cycles, food chains, environments and the effect of climate. *Animal Families* looks at the ways animals reproduce and care for their young, bringing out the main points with clarity but without sacrificing the detail that makes natural history such a fascinating subject. *A Place to Live* is concerned with showing how man has affected his environment, and uses the simple but brilliantly successful device of taking a river valley and picturing the stages as it changes from rural forest to modern townscape.

These are marvellously rich books—to be read with enjoyment many times over. Let's hope there are more to come in this excellent series.

*Creatures that Help Each Other*, by Patricia Gray, £1.45, 85166 515 4. *The Seashore*, by Alfred Leitch, £1.25, 85166 136 4. Franklin Watts.

*Creatures that Help Each Other* consists of 17 stories about animals involved in symbiotic relationships, some of them quite extraordinary, like the honeyguide bird and the honey hunter which kindly opens up the beehive to which the bird has led it. The book is most successful in linking patterns of behaviour in place them in a wider context, but the stories are very readable and well supported by pictures which are both imaginative and accurate. In *The Seashore*, designed for older children, Alfred Leitch, as in the other books in this series,



*None Through the Seasons* has now 12 compact little information books to his credit, each one covering a single subject with clear facts and good diagrams. Number 12, *Helicopters*, (Worlds Book £1.80, 437 53611 4) tells youngsters how the machines, step by step, lower and move in all directions, as well as the many different types of helicopter and the variety of uses to which they are put.

Books at a particular environment. The book is split into seven sub-sections moving from, roughly, rock pools to cliffs, and with a double page of descriptive diagrams; you can flip thick ropes to thin, knotting round jumps for safe carrying, make fisherman's knots and learn how to mount a boat, or to do a horse accurately. There is also a description of the basic structure of rope and how different kinds of fibres (leaf, stem or seed), are treated in their making. Unfortunately, though clear, the illustration and design are unimaginative, and it is disappointing to see a book published in 1975, using the techniques of 30 or 35 years ago. However, as it stands, this book demonstrates many of the best features of old-style publishing.

The *Piccolo All the Year Round Book* is a kind of branch of information and leisure activities, from which you are quite likely to pull out a sugar plum. The contents aren't particularly striking, but there is a good variety of topics. These are tied in to seasons where appropriate: puns, riddles, and poems, Christmas decorations. There are also specific notes for every month: information about their names and festivals, and nature and weather notes. A sprinkling of rhymes, riddles and poems completes the mixture. Even to dip into, with something to please most people, this little book is good value.

## SPY

Ralph Lavender

*Looking Around in Farm and Country*, by Philip Savann, Watts £1.75, 85166 536 4.

A "pictorial guide to the environment" is how this remarkable book describes itself. In its four sections—town, country, hills and valleys—the text and its generous illustrations give a wide ranging corpus of material for identifying and learning a little about almost anything the child might see as he moves about his world. For example, in the coastal section, geographical features, the cliffs, seaweeds, shellfish, porpoises, ships, flags, lighthouses, the coast-guard, fishermen, fishing, harbours and sea defences are all included. Each topic is designed to fit a space within a double-page, or may take all of it. So that this is essentially a book for reference. It is written in an easy and simple style, and only once or twice do the hallowed tones of the guidebook intrude in mawkish language less than accessible.

One can make certain criticisms of the presentation of the material. The book's format (22cm long by 19.5cm high) means that pages look cramped, and at one point material has had to be repeated so that it can be developed in a fresh context. Some of the photographs are not quite as clear as one would have liked—for example, a few children, leaning about summit ladders will be able to make much of the photograph of Pithulochy. And again, a very good page about flags is marred by the fact that their use in sending signals is not made clear. But these are minor matters given the overall concept of the book. The child's worst worry is that, in looking around at so much, nothing is treated in depth and this is inherent in the book's structure.

For reference purposes, important words in the text are printed in heavy type and indexed, and the index is one of the fullest and most intelligent to be found in any children's information book; the list of contents and the pictorial index are also very useful. However, these systems are not infallible: "harbour" is not indexed although it is printed in the text as it is ought to be, and "sabbath" (the rock of which the Caillins Mountains are composed) is indexed but not defined in the text. There is a very useful bibliography, which points the way to using the book as a resource for learning.

Philip Savann's introduction ends with the injunction "Good hunting!" This confirms that what one has here is a grand, hard-backed Spy.

## Bodley Head Books for Schools

Birds of Prey that hunt by day

Dr Clive Catchpole

Illustrated by David Nockels

The latest titles in the Bodley Head New Biologies series for Middle schools describing the ways in which different animals breed. Each £1.75

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Rosemary and Charlotte Ellis

The Bodley Head Outlooks and Insights is a new and original series for Middle school children, introducing some of the basic concepts of architecture. The books will stimulate thought and provide the basis for unusual project work. Each £1.75

Illustration by Maurice Sendak from Frank P. Stockton's *The Griffin and the Albatross*, to be published 2 October





## ASTERIX AND THE GOLDEN SICKLE

Geography and History

Asterix and Obelix journey to Little Lucca to buy a new golden sickle and discover a sickle-wielding syndicate plotting to take over the world.

£1.40 net. Pictorial 8+

Golden Sickle

by Asterix and Obelix



## Children's Books

### DIGGING INTO THE PAST

Michael Gibson

Archaeology, with the help of illustrations by Valerie Bell and full-colour photographs. £1.00 net. Pictorial Science 10+

### Digging into the past

Michael Gibson



## Childhood's Pattern

Gillian Avery

Heroes and heroines of children's fiction from 1770-1950 are used here to illustrate parents' and writers' ever-changing ideal of childhood over the centuries. Lavishly illustrated with a unique collection of contemporary prints. £3.50 net. Parents, Illustrators, Teachers and other interested adults.

## Children's Books

### Birds on a Bough

Dorothy and Elinor Milne

This delightful picture-book is one of the most counting-lessons any child could look at as it tells the story of the feathered count-down.

£1.25 net. Picture Book Under 8



## Children's Books

## SO BEAUTIFULLY SIMPLE

Frederick Aicken

William Harvey and the Circulation of the Blood. By Eric Neil. Pioneers of Science and Discovery series. Pion Press. £2.95. 85078 121 3. Harvey's work is the greatest medical discovery of all time.

Despite much prejudice, dogma and bigotry, Hippocrates' primitive medical ideas, based on careful observations and on generalizations verifiable at all times by new experience, obstinately succeeded. It is clear—unfortunately only in retrospect—that successful medicine has always been scientific in its methods. Indeed, for the layman, the techniques of the medical profession are still the most familiar and the most practical introduction to the mysteries of science. Yet significant encounters with the most rapid advances in it are only within the last 100 years that medicine has been universally practised as a science in which the incontrovertibly demonstrable is preferred to pure logic or to the clever guess.

The trouble with many histories of science is that this retrospective view is so clear and uncluttered that it is apparently too obvious. Not

so in the William Harvey volume written by Eric Neil. Dr Neil begins with a review of the facts as we know them, pointing out that Harvey's work is the greatest medical discovery of all time. It was so beautifully simple that it could hardly be expected to overthrow immediately the accumulated distortions of 2,000 years of anatomical study. He goes on to review these distortions, pointing out the difficulties that beset early anatomists. The greatest of these was probably the combined genius and arrogance of Galen which effectively stifled progress for 1,400 years by persuading scholars uncritically to accept gross errors in an otherwise impeccable and immaculate record of research.

A brief outline of Harvey's life follows, particularly an account of his study in Padua under Fabricius and a reference to a force pump built by a Dutch engineer to raise water from the Thames near the house of Harvey's brothers. This leads to the consideration of Harvey's major work and a beautifully clear account of the evolution of his ideas which, ironically, makes the subsequent chapter on reactions to Harvey's ideas all the more predictable. It is interesting to note Des-

cartes' role in the gradual acceptance of the new ideas. Descartes' own view of the function of the heart was quite wrong but his prestige gradually setting educational opinion in Harvey's favour.

The canvas of *The Science of Medicine* is much broader, the main part of the book dealing with introductory chapters on the human body and on early history provide a useful background but the first attempts to cover too much to be completely satisfying. In such circumstances the impression is inevitably conveyed that present ideas represent the pinnacle of medical knowledge whereas in the Harvey volume the reader's critical sense is constantly stimulated. None the less, the breadth of subject matter and the quality of the illustrations compensate for lack of detail and, of course, the primary aim of such a book is to survey facts and stimulate further reading. In this aim it should certainly succeed, particularly with older children.

Both of these volumes, for different reasons, deserve a place on library shelves and, revealing new depths in successive readings, would make excellent gifts for future doctors and nurses.

## PAPER CHASE

L. L. Lawrence

Paper Collage. By Robin Caplan. Pion Press. £2.95. 0 7114 2946 X.

This very comprehensive guide to paper collage will introduce the reader to perhaps hitherto unfamiliar terms such as découpage, montage, frontage, collage, frottage and decoupage. Don't be dismayed by the techniques, they may be more familiar than the terms. Excellent photographs support every technique covered, all of which are well described.

The author makes the point that paper collage is a useful technique when dealing with backward children. Of course the book has much to interest the advanced student, indeed we are reminded the examples of collage may be found in the early work of Braque and Picasso.

The book has a useful technical notes section and a helpful list of suppliers. The low cost of materials required to be involved in paper collage coupled with today's straitened financial situation, may mean that this is a book to be read.

## PAINTED LADIES AND JUMPING BEANS

Keith R. Snow

Butterflies. By George E. Hylleberg. £1.25. 0 85524 197 7. Butterflies in Colour. By Leif Luncburg. Blackford Press. £1.90. 0 7137 0718 6. Butterflies in Colour. By John L. S. Stone and H. J. Middelster. Blackford Press. £2.60. 0 7117 0736 4.

Young naturalists will find George Hylleberg's *Butterflies* a first-class introduction to the life histories, habits and general appearances of the British butterflies. The rare visitors to these shores are described as well as the native species and so the book presents a full coverage of the butterflies likely to be seen in this country.

All of the butterflies are described separately and there are colour photographs of most of them in natural surroundings. Although features of the eggs, caterpillars and pupae are mentioned, only a few of these are illustrated. In addition to the individual accounts of the butterflies there are also short sections dealing with life cycles and distributions, breeding and photographing butterflies and the history of butterfly study.

*Butterflies in Colour* is a field guide to the butterflies of the British Isles and north-western Europe and contains a concise introduction to the biology of butterflies and descriptions and illustrations of over 200 species. All of the native British butterflies and the more common north-western European forms are included and details are given of their characteristics, distribution, habitats and life histories. In some cases the larvae and pupae are also described and illustrated.

Although there are other field guides to this group of insects, the level at which this book is written should appeal to the more proficient young naturalist. For amateur entomologists in general who are looking for an uncomplicated yet accurate guide.

Studying butterflies entails more than just identifying them and, knowing a few facts about their

biology, it includes getting to know the intricate details of the ways in which they behave and develop. The only way to acquire these details is to keep and breed them. *Butterfly Culture* provides all the information to allow the young naturalist to raise a large number of British and foreign butterflies and moths as well as some exotic insects and arachnids. This book is much more than a mere collection of recipes for it gives details of the biology of the species included, has a section on preserving specimens to make a reference collection and contains over 40 beautiful colour photographs of various butterflies, moths, scorpions and spiders.

*How to Keep Unusual Pets*. By Jon Miller. Studio Vista. £1.50. 0 289 70510 X.

For children who have always wanted to keep insects, snails and other creepy-crawlies, here is a delightful little book which tells them just how to start. Eleven different animals are dealt with from the familiar ant and snail to the exotic praying mantis and jumping bean. Enough information is given for young enthusiasts to keep, and in many cases breed, the animals themselves. This can develop into a fascinating and worthwhile hobby as it leads to the acquisition of facts at first-hand. It is much more interesting to see a blowfly emerge from its puparium than to read or be told about it.

The animals are considered individually, with five to six pages being devoted to each. Lists are given of the requirements for keeping and feeding them and information is included on some of the more obvious features of their structure and life histories. Also for each animal there are a number of questions posed to give the reader some where to start with his personal observations. The sections are clearly written and illustrated with line diagrams and photographs, some of which are in colour.

## THE OTHER AWARD

Writers and publishers of children's books take note: the Carnegie, Guardian and Kate Greenaway awards have a new rival. This summer the Children's Rights Workshop has inaugurated The Other Award for "Non biased books of literary merit". Brief criteria were used by the award panel which includes a senior children's librarian. For example, "each book should be free of the explicit or implicit values of competitive individualism, private property, hierarchical social organization and the inevitability of superior/inferior social divisions".

For Rosemary Stone, of the Children's Rights Workshop, insisted that these social aspects were always assessed alongside a book's literary qualities. The three books to meet the panel's complex criteria this year were: *Swampy* a Tub by Susan Price. Faber £2.25. *Hal* by Ian McEwan. Heinemann £2.10. and *Joe and Timothy Together* by Dorothy Edwards. Puffin 30p.

## PATTERNS AND POLYGONS

Rosa Young

*How to Make and Dress a Doll*. By Gillian Lockwood. 0 289 70551 7. *How to Make Animal Models*. By Sandra Gilpin and Kay Brown. 70553 1. *How to Use Paper and Card*. By Gerry Davies. 70552 5. Studio Vista £1.50 each.

To be successful a craft series intended for use by children must not only show items simple enough for them to complete but must explain their construction in terms that children can understand. Ideally, it should have something new to say on its chosen subject and be illustrated enticingly to stimulate the creativity of its readers. On all these counts this is a disappointing series.

Only one of the books, *How to Make and Dress a Doll* succeeds in having a good, simple set of instructions. It has full-size patterns for a doll and its clothes which could be traced off for use, and clear details for making them up. The finished dolls are not very attractive and would hardly excite the average child but as an exercise in basic making it is adequate.

## BALLETIC PROGRESS

Susan Corbett

*A Young Person's Guide to Ballet*. By Noel Stretefeldt. Frederick Warne. £2.60. 0 7212 1814 5.

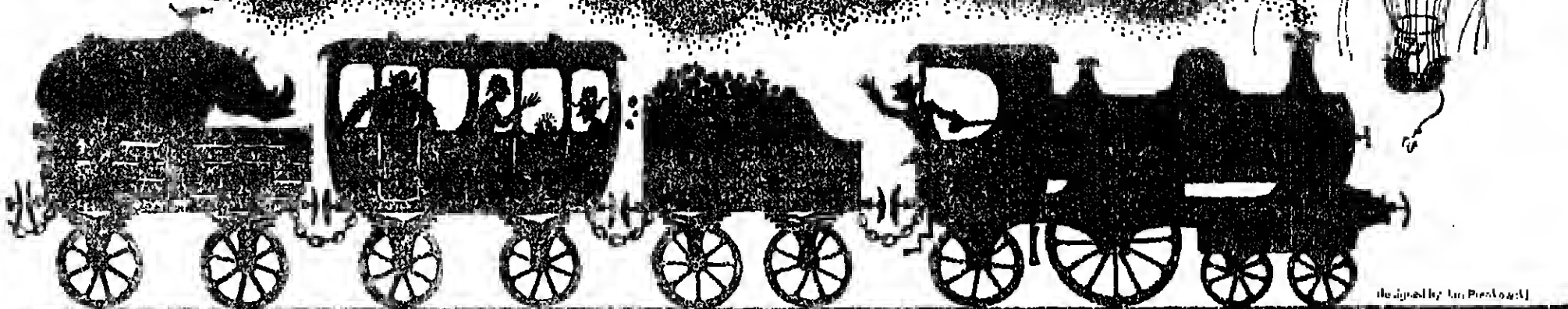
If you are writing a young person's guide to ballet—presenting the basic steps, an outline of ballet history, the stories of a few ballets, and descriptions of some ballet personalities past and present—it is not obviously a bad idea to invent a young hero and heroine who, through their own experiences as ballet students, teach your readers what you want them to know. But there is a danger of alienating your audience if, as in Noel Stretefeldt's new book, your hero and heroine are children the like of which your readers have never known. Miss Stretefeldt's Peter and Anna, whose progress we watch over a three-year period between the ages of nine and 12, are the sort of incredible children who use the word "fox" meaning "because", who refer to their small brothers and sisters as "the little ones", and who get 20p a week pocket money which "has to cover

absolutely everything you can think of, including school clothes, and they are fierce".

This is not an outstandingly imaginative text, either in content or in phraseology, and it is often disappointingly uninformative. "Ballet" is a special sort of Russian called a "Tatar" being but one of its less helpful snippets of pseudo-information. But many of the children's experiences are realistic enough to console readers who find similar difficulties—lack of parental support, etc.—in the way of their balletic progress. And there is plenty of sound, basic instruction and advice—and some foreboding black-and-white photographs of students in class and of famous dancers of today and yesterday in class performance will enchant any ballet enthusiast. Georgina Bordier's drawings of various positions and movements are helpful because evocative, though very occasionally they are clouded by hazy allusionary arrows.

When quality counts you choose the

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Middlesex



A collection of essays and lectures which reflects the author's opinions and reactions to the central theme of children's literature. The book is also a very personal statement and gives a unique insight to one of the most interesting authors of our times. £2.75



# NOTHING POWER

Robert Fox

*The Son of Someone Famous*. By M. E. Kerr. Gollancz £2.75. 0 575 02116 4.

This often delightful fable of adolescent love and fame in a small town in contemporary New England opens with a promise that subsequent chapters never quite fulfil. The boy is Adam Blessing, the son of someone famous of the kind; spiritually dispossessed by his pedigree, he comes to the small town of Storm to live with his drunken maternal grandfather in a remote cottage. The fact that his father enjoys a fame and fortune not unlike the most famous about member of President Ford's cabinet, the girl is Brenda Belle Blossum, the talkative clown of her class in the local high school. They collide one winter's morn in the Corps Drug Store; he has come for a moment's peace to write his journal, her more desperate mission to buy a tube of "Hairspray" to remove a burgeoning mole on her cheek which was rising to the level of a "this year I think I may be turning into a lady".

Further social embarrassments lead to failure with her courting of Adam and with "Hairspray"—enforced conversation with her mother means she cannot remove the cream on the exact time necessary after application. An unsightly sore has to be covered by layers of make-up, and by this stage a similar cosmetic effort is apparently being made by the author to hold the tale together. It is told in antiphonal chapters from Adam's journal and from "notes for a novel by Brenda Belle". The weakness of the scheme lies in the poor characterization of the two central figures: the dialogue is witty

enough at times, but the boy and girl are dull because they bear no real idiosyncrasies. Far stronger are the personalities of Adam's grandpa Charlie, defiantly drunk and forever calling late-night phone-in programmes with fictitious recipes, and Billie Kay Case, the faded juvenile dame of Hollywood, his father's second wife.

The unwise with the two main characters is reflected in the dialogue, which is subfusc nineteen fifties nostalgia mixed with a dash of the permissive sixties and seventies. The two decide on the scheme of "nothing power"—the obverse of the poison pen, sending sentimental messages to those who need a little sunshine for their fantasies. Against this there is the almost comic market qualities of the mechanical round of dating, crushes, jealousies, which the schoolkids call social life.

The great missed opportunity lies in the very title. Though we are told continually that Adam is fighting free of his father's shadow (the struggle rose him his place at the Kennedy's old school, Chastel little clue is given of the workings of the relationship between famous father and obscure son. This is surprising because the plot in the second half in which events in the different lives of the two are interwoven, is handled with skill. But there are none of the powerful inner revelations of Holden Caulfield, the hero of the greatest saga of adolescence of the fifties, *Catcher in the Rye*, which this book resembles in a number of particular instances. The famous father has all the homeric quality of a disembodied robot speaking through a long distance telephone like a hungry Harvard seminar. Perhaps the famous really are like that.

## VALUABLE CHECKLIST

*Children's Books of the Year*. By Elaine Moss. Hamish Hamilton. £1.50.

Far from being just "the book of the show", Elaine Moss's choice of the 300 best children's books of the preceding year goes on being a valuable checklist long after its use as a catalogue for the National Book League's annual exhibition is over. It is a tribute to Miss Moss's judgement (or to that of prize-awarding committees) that she always spots and highly praises the books which later receive the accolade of the

children's book world. This year's Carnegie medal-winner, *The Stronghold* by Mollie Hunter, had already been annotated by Elaine Moss as: "A magnificent novel in theme, in plot, in the characters portrayed and in the manner it unfolds its vivid and dramatic story." This is not a list to read through since, if you are a regular reader (or writer) of reviews, it may seem unimportant to find 300 unreservedly favourable notices in one place, but as a handy reference work, or even chair browse, it remains an automatic-annual purchase for all those interested in children's books.



In Collins excellent International Library series, "Festivals and Celebrations" by Roland August (£2.95, 100176 0), the well-illustrated text includes the Roman games, the medieval mixture of pagan and Christian festival, the circus (from which this lion tamer comes), horse racing and television games.

## CRAZY MIXED-UP KIDS

Myra Barrs

*The Summer Before*. By Patricia Windsor. Macmillan. £2.95. 333 17922 6.

*Leo Possessed*. By Dilys O'Lea. Muller. £2.35. 0 584 31062 5.

Of the two teenage girls who are the central characters of these novels one is self-styled "crazy" just out of mental hospital, and the other is possessed by a ghost. They share some basic problems: a troubled relationship with their families, anxiety about the future and about their own independence, and a family group without a father, or from which the father has tended to withdraw. Alexandra Appleton is really only crazy in the context of small-town Ravenna River. The crisis that precipitated her illness is the subject of *The Summer Before*, and especially of the long flashback in the middle of the book. With her best and childhood friend Bradley, she runs away from home, mellow

gossip and a dominating Mom. Their fathering progress leads them to a seedy commune and, when that dream collapses, they take to the roads. In the crash that ends their voyage Bradley is killed, and Alexandra injured, physically and mentally. The first person narrative shows her attempting to put the pieces of her life back together, her grief and the terror that everyday life now holds for her, and to rebuild relationships. She puzzles her "shrink" with purple passages from her journal—"I heard the sun rising this morning. It went up into the sky and curled my heart open. My blood beat in sermons across the clouds and reminded me of wandering on a beach with marble seaweed"—but the rest of her story is told in a matter-of-fact transatlantic style which is readable and often funny. Mom's automatic nagging is accurately reprinted and in general it is the domestic routines which are the convincing core of the book.

Bradley, fast-talking, night-jockey and encyclopaedia, is a focus here, as in most modern movies. Len is possessed by a spirit-ghost of a ghost. When her mother moves with her to Great Aunt Ethel's house, only eight year old Bradley is young enough to be blacked Victorian phantas that label "They manage to uncover the heart of the haunting gradually, and the story unfolds simultaneously with the modern story of their adaptation to their new life. Leo's mother's growing relationship with a Mr Smith who is across the way. Leo, at 13, is blue and hostile towards a mother's attempts to make a relationship, and clings to her in fear of growing up. Leo's enthusiasm for life is her own obvious prey for a with a strong will in live, and its last pages this mild achievement some chilly moment.

# THOUGHT-PROVOKING

Geoffrey Summerfield

*The Sampson Low Great World Encyclopedia*. Edited by Frances M. Clapham. Sampson Low £5.00. 562 00008 9.

This is *Our World* series: In the Beginning, 00 106119 4. From Cities to Empires, 106120 8. *Conquest and Change*, 106121 6. By Anne Currah. Collins £2.50 each.

The Sampson Low Great World Encyclopedia is yet another exercise in the impossible, a stab at conveying "everything, well, not quite everything, you need to know" in 278 pages. In spite of many attractive, occasionally brilliant, illustrations, it offers an abbreviated rehash of the mixture-as-before, derived from outdated and boring assumptions about forms of knowledge. So it's refreshing and gratifying to turn to Anne Currah's brilliant trilogy. This is *Our World*; these books are radical in that they contain an unexamined assumptions; they are consistently intelligent and animated; and they offer readers of eight years and over (ideally, to 80-plus) a way of grasping, through analogy and

metaphor, the nature of basic processes, in the formation of the physical world and of human society and culture. The persistent, mid successful, use of analogy produces many fruitful and thought-provoking interactions between the familiar and the exotic, the known and the novel. The hooks will make an ideal core for work in the junior-school, across the curriculum, and also constitute a mind-flowing experience for individual readers on rainy-days. It is difficult to characterize their distinctive flavour adequately, and I can only recommend that all junior school teachers, and high school science, history, politics, and social studies teachers get them into their classrooms and their curriculum-planning or sum as possible: maybe they can even now save us from the disasters being perpetrated in the name of integrated studies! Briefly, in *The Beginning* embraces the beginnings of the earth, the nature of life and time, the nature of evolution, and the early stages of human culture. *From Cities to Empires* takes in the Greeks, the Egyptians, the Israelites, Persia

and the Greeks, and introduces several crucial ancient concepts in the way. *Conquest and Change* is a survey of Western civilization from the time of Alexander the Great to Juan of Arc, and the Age of Exploration—day-as-just surveys and does in the hands of the Grailgrinder—in Anne Currah's hands, the key features of her chosen span emerge fresh and brightly vivid. She clearly respects the ability of children to think, to connect, to speculate intelligently, and she is indifferent to mere facts. She seems to have started from a healthy sceptical attitude to all the sacred cows of the curriculum, and to have asked "What is the effective, resonant, thought-provoking significance of this particular epoch, or event, or achievement? What does it matter? Why does it matter?" Her text is lucid and unpatronizing, and the illustrations to all three volumes are more than illustrations; they are an integral part of the books' success in presenting key concepts for young intelligences to use in their own way. I hope and trust that we shall be hearing much more of Ms Currah.

## MINNOWS AND MUDDLES

Lesley Lancaster

*Sooty Snake*. By Carolyn Slovic. 0 7236 6146 0. *The Ship that Sailed Away*. By Doris Hudd. 5403 0. *What Can I Do?* By Marjorie Burke. 5003 5. *Kestrel Minnow*. Books £1.10 each.

Minnow books maintain a consistently high standard and these three new titles will be welcomed by young readers.

Parental authority finds itself threatened when Sam, a young snake, decides that rather than grow up like his father—a large, toady reptile—he wants, instead, to make friends with the very animals on which he is expected to prey. A fortuitous storm precipitates his happy ending.

Formalized in de style illustrations by Julia Ash add elegance to the reassuring story about the adventures of a lost toy yacht as it bobs about on the tide until it is picked up by a fisherman and returned to its fortunate owner.

A bored little girl finds great satisfaction in turning mechanic on

a dull Saturday afternoon in *What Can I Do?* Alice may be emancipated but her mother remains thoroughly stereotyped, sewing, knitting and doing housework. There is an unnecessary and tiresome hint of adult condescension in the author's description of Alice as "just about everything. Even herself."

Within its stylistic limitations—there is a self-denying ordinance on the use of unmythical words—the Minnow series continues to reach a high level.

*Winky Donkey*. 431 94321 X. *And Cat*. 94323 1. *Pink Pig*. 14322 X. By Charlotte Hough. Heinemann £1.60 each.

Simple texts for the very young which manage to retain fluency, internal coherence and originality are rare and too many authors unconsciously assume a degree of adult sophistication which young children simply do not have.

*Winky Donkey* is an example of

this type of assumption. It is an attempt at comic incoherence which fails because of a lack of sequential clarity—even the illustrations seem unprepared to add to the muddle. The everyday world of the child is inexplicably up-ended and teasing twisting questions are posed and answered quite randomly. Adult concepts—"a dyke", "a dunce", "a decent snail"—Minnow as a "super duper"—heap confusion upon confusion.

Moral qualifications beset *And Cat*, a story packed full of unexplained value judgments—good bird, bad cat, kind man. These will certainly puzzle young children for they are quite arbitrary.

*Pink Pig* is an informative story designed to help young readers discern the difference between spots and stripes. The endearing porcine protagonist seems to be suffering from an anxiety crisis and is roundly trying unsuccessfully to assume the desirable characteristics which he sees in other animals. This is the best of a poorly thought out bunch.

# COPING WITH DISASTER

John Rowe Townsend

*A Journey of Discovery*. By Ivan Southall. Kestrel Books £2.75. 0 7226 51156 1. *Three Novels*. By Ivan Southall. Methuen £3.50. 0 416 83390 4.

Ivan Southall began his career as a writer for children in 1950 with the first of nine books about Squadron Leader Simon Black of the Royal Australian Air Force. A decade later, tired of Simon, whom he now describes as "the super me", he began afresh with *Hills End*, a story about ordinary unheroic children coping in a disorganized way with disaster. Since this second start he has achieved an international reputation; his books have won many awards and been translated into many languages. They are tough and often harrowing books; some say too tough for children. They show youngsters faced with even circumstances that stretch them to their uttermost; and they show basic emotions, terrifyingly naked in the floodlight of stress.

In *A Journey of Discovery*, Mr Southall presents a selection of lectures and essays on the principles and practice of his craft. He admits dismally that "the only books for children I have read since childhood are my own, and then only in the course of writing them." And he may well seem to cut the remaining ground from under his feet by asking in what possible way a writer can illuminate the meaning of an existing book to an audience, and by going on to say that "the book itself must be the answer to all questions about itself and must stand without additional propping up."

Why then publish a book about writing books? Partly, one guesses, Mr Southall has done so in response to a demand. He has found, apparently with surprise, that people are always wanting to know about him and the way he works; and that being so, he would like them to get his right.

There is also, I think, an element of response to the kind of criticism that a writer of children's books in particular comes in for—the kind that assumes a deep moral responsibility of author to reader and that

concerns itself with the way in which responsibility has been discharged. Mr Southall accepts his responsibility, but in as plain a manner as what, in his view, it consists of: "Of books, conscience is a vain component; the power of the word is terrifying and the flight of single thought is unpredictable. When a writer creates books that are given in children his responsibility for truth to the limits of his vision is inescapable."

The obligation is to be truthful and honest, no matter where truthfulness and honesty may lead him. There is also, of course, the writer's responsibility to himself. "As I said, the writer is on his honour—extend his creative capacities always to the limit. If he does not, he is betraying himself."

There is nothing startling about this, or about Mr Southall's other general conclusions. He is firm, refusing to accept writing for children as an inferior form of authorship, and he declares plainly that "the children's writer does not write for all children any more than a writer for adults writes for all adults."

This book is interesting in itself, in which Mr Southall presents a selection of lectures and essays on the principles and practice of his craft. He admits dismally that "the only books for children I have read since childhood are my own, and then only in the course of writing them." And he may well seem to cut the remaining ground from under his feet by asking in what possible way a writer can illuminate the meaning of an existing book to an audience, and by going on to say that "the book itself must be the answer to all questions about itself and must stand without additional propping up."

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The new book by the enormously popular and best-selling author of *Charlie and the Chocolate Factory* tells the story of a father (a genius at kites and gadgets) and his son who embark on a heart-stopping adventure in pursuit of wild pheasants. They hatch a brilliant plan to foil Mr Victor Hazell's shooting party with the assistance of their village friends. The story is full of affection, wit and humour. Illustrated by Jill Bennett. October 30, £2.25

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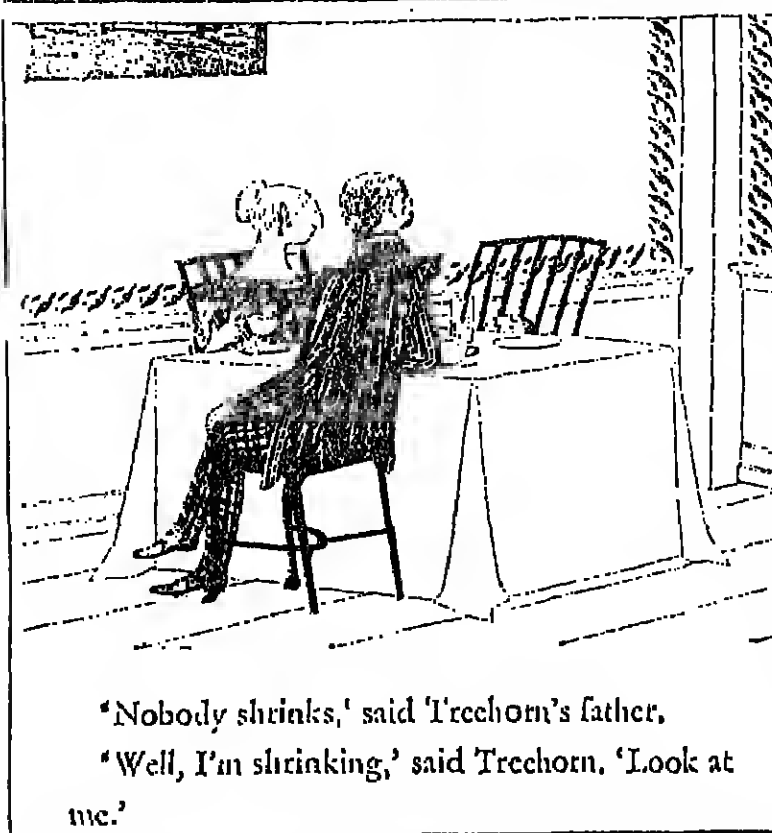
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"Nobody shrinks," said Trechom's father.  
"Well, I'm shrinking," said Trechom. "Look at me."

Edward Gwyn drew the pictures for Florence Parry Heide's "The Shrinkings of Trechom" (Kestrel £1.50, 0 7226 5458 8, Puffin 30p, a cool, witty little American tale with a moral for parents and teachers).

The Complete Grimm's Fairy Tales. Bantam and Kegan Paul £3.95.

Among such household favourites as The Ugly Duckling and Hansel and Gretel every nook and cranny of this collection is crisscrossed with more, researched, tales for those who know their Grimm only in selections or as highlights of Andrew Lang's colour fairy books. It is exhilarating to go back to the originals after all the abridgements and falsifications of the picture-book market; sample The

Fisherman and his Wife for really dizzying surreal descriptions. The line-drawings by the late Josef Schaff are odd, sometimes Thubrecht-like, often grotesque like the text, but usually apt. Especially nice is a blatantly recognisable wolf lying very comfortably in Grandmother's bed, complete with floral chamber pot underneath.

This alla padraia of deceit, simplicity and gaudiness with its rich Jungian depths, is a reprint of the standard 1948 edition, so if you didn't buy it then, now is your chance.

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## LOST OPPORTUNITIES

Valerie Alderson

Patience, Grandmother, by Joyce Kilmer, 1912, 1. The Young Republic, by John G. Scott, 1921, 1. The Witch in the Wood, by Denise Hill, 1923, 1. The Young Republic, by John G. Scott, 1921, 1. The Witch in the Wood, by Denise Hill, 1923, 1. The Young Republic, by John G. Scott, 1921, 1. The Witch in the Wood, by Denise Hill, 1923, 1.

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The demands of some modern editors for "books" written in simple sentences and an understanding plot which will not distract the reader from his primary task—reading—place a heavy burden on the writer. Admittedly, adults in this field must take into account the limited experience of their readers, but when they are further restricted by controlled vocabulary, sentence length and plot structure, the opportunities for creative rather than formulaic writing become almost nil. It is, therefore, no surprise that so many trite appear under the umbrella of the junior reading series.

Hamilton's Antelope Books is such a series. It has frequently received praise for its high quality and this is indeed deserved.

## FICTION AMONG FACTS

Jack Whiteley

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## headmaster/ headmistress

Edwinstowe Comprehensive School  
Edwinstowe, Notts.

Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of this new 11-18 Comprehensive School.  
Salary Group 9 (ultimately Group 10).  
Appointment to date from January, 1979, or as soon as possible thereafter.  
This new School, on the outskirts of the village of Edwinstowe in Sherwood Forest, will open in September, 1978.  
Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.  
Closing Date: 22nd September, 1975.

Nottinghamshire County Council  
County Hall, West Bridgford  
Nottingham NG2 7QP

## Bedfordshire

Re-advertisement

## HEAD OF THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE

Mentmore Road, Linslade  
Salary: £8,284-£8,918 per annum  
From April 1978, or earlier if possible

Applications are invited for the Headship of this Group 11 Upper School. Originally established as a mixed grammar school, under the Authority's re-organisation arrangements, the school will ultimately cater for pupils aged 13-18 years. It will also serve the surrounding area as a community college. Re-organisation on a three tier basis began in September 1974.  
Application form and further details from:  
D. P. J. Browning, M.A.,  
Chief Education Officer,  
County Hall,  
Bedford MK42 9AP.  
Closing date: 30th September, 1975.

## ilea

## Headships

BISHOP THOMAS GRANT R.C. (SM) SCHOOL,  
Bellitree Grove, Streethead, SW16 2JY

Roll 1,400. 11-18 Comprehensive. Burnham Group 12. Headteacher required January 1976. It is possible for this Special Agreement school. Vacancy due to promotion of school's first headmaster, recognised nationally as a leader in education, as Advisory Headteacher to the Inner London Education Authority. The school is purpose built and was founded in 1959. It is a co-educational 8 form entry building in a very pleasant site in a residential area. There are well established courses in a very wide range of subjects to C.E., "O" and "A" Level and C.S.E. Link courses have been established with Wandsworth Technical College. The Sixth Form of 130 places is expanding. There is good parental co-operation and the school is oversubscribed. Candidates should have high academic qualifications and wide teaching and organisational experience over the whole secondary age and ability range. They should hold the Catholic Teachers Religious Certificate.  
Salary range £8,466-£9,531 plus London Allowance of £371.

SACRED HEART R.C. SCHOOL,  
Carnwell New Road, SPS-DRP

Applications are invited from holders of the Catholic Religious Teaching Certificate for the headship of this Special Agreement school which is now vacant after 16 years under its first headmaster. This school is purpose-built premises near Crowthorne Green has a four form entry and a present roll of 297 boys and 335 girls including a Sixth Form of over 50. Courses leading to O.D.S. and "O" and "A" Levels. The school is oversubscribed. Candidates should have high academic qualifications and wide teaching and organisational experience over the whole secondary age and ability range. They should hold the Catholic Teachers Religious Certificate.  
Salary £6,969-£7,793 plus London Allowance of £351.

Please send self-addressed envelope for application forms and further details to the Education Officer (TS10), County Hall, London SE1 7PB. Please send self-addressed envelope for completed application forms 3 October 1975.

## Oxfordshire County Council

Chenay Upper School, Chenay Lane,  
Headington, Oxford, OX3 7QH. Roll 950.

## HEADTEACHER

required to take up appointment from beginning of Summer Term 1978. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garro Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

Somerset  
St. Dismas's School, Glastonbury

## HEAD

of this 11-18 age range mixed comprehensive. 580 on roll.

Appointment to commence Summer Term, 1976.

Salary Group 10—£7,455-£8,079.

Further details and application form (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 22nd September, 1975.

## DORSET Parkstone Grammar School

Appointment of

## Head Teacher (Group 10)

Applications are invited for the HEADSHIP of this four-form entry girls' grammar school.

The successful applicant will be expected to take up the appointment at the beginning of the summer term 1976.

Assistance with removal and legal expenses.

Forms and further details from the Senior Staffing Officer, Eastern Area Education Office, Porton House, Richmond Hill, Bournemouth, Dorset.

## ilea

## Headship

'HEATHLANDS'  
56 Parkside, Wimbledon, London SW19

Headteacher required as soon as possible for this new building school for 30 autistic or non-communicating children of secondary school age, which opens in January 1976. The post offers a unique opportunity to develop an ongoing assessment situation coupled with individual work programmes in the setting of a close interdisciplinary team. The building has facilities for working in a close family style environment with access to open land but near to the centre of London. The objective is that the pupils should make social and academic progress leading to their participation in appropriate work simulation and leisure course. The school will provide a weekly boarding basis and close work with families will be developed.  
Salary Group 4 (S) salary, £5,223 to £5,835; plus London Allowance of £351, £550 allowance for residential responsibility, and free emoluments of furnished accommodation, personal laundry and laundry, fuel and light.

Further details from the Education Officer (TS10), County Hall, London SE1 7PB. Please send self-addressed envelope for completed application forms 3 October 1975.

## DORSET DORCHESTER MODERN SCHOOL (Mixed: Group 10 £7,455-£8,079)

DORCHESTER UPPER SCHOOL  
(Girls)

## HEADMISTRESS (or Headmaster)

## HEAD-DESIGNATE

Applications are invited for the headship of this 11-18 mixed comprehensive school. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garro Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

## WARWICKSHIRE COUNTY COUNCIL Education Department.

## KENILWORTH FEDERATION OF SECONDARY SCHOOLS

Applications are invited for the HEADSHIPS of the three 11-18 Secondary Schools, Group 13, from September 1977 within the Kenilworth Federation of Secondary Schools (Principal: Mr. J. Wilson). Two boys' and one girls' school, the present Alder and Grammar School, will each be for 600 girls and boys aged 12-16. The third, the present Castle School, will be an advanced centre for 300 post-16 pupils and for further education in the area.

The appointments are for January, 1976, and the successful candidates will become Acting Heads of the three schools (Alder School and Grammar School, Group 13, and Castle School, Group 13) until September 1977, when the Federation will take its first comprehensive entry from combined and middle schools. Further information and application forms (which should be returned by 1st October) can be obtained from Mr. Wilson at Castle School, Rommel Lane, Kenilworth CV8 1TF (Kenilworth CV87H).

M. L. RIDGER,  
County Education Officer.

## KENT County Council Education Committee

GRAVESEND DIVISION

Northfleet School for Girls  
Group 10

Applications are invited for the post of

## HEADMISTRESS

tenable from the beginning of the Summer Term, 1978. The school is located in a new building and serves the Northfleet area of Gravesham. The current roll is 1,041. The school is a day school for girls of all abilities to 11, some of whom will transfer to Upper Schools at 13. Assistance with removal expenses given in approved cases. The County Council has recently introduced an overseas staff allowance scheme.

Application forms and further information on request (S.A.E. please), to: The Divisional Education Officer, Divisional County Offices, Whitmill School, Gravesend, Kent DA12 1DE. Closing date: 29th September, 1975.

## CITY OF COVENTRY FOXFORD MIXED COMPREHENSIVE SCHOOL

Grange Road, Coventry CV5 6DB (Roll 1,900 Mixed 11-18)

## Deputy Headship

GROUP 13 PLUS SPA ALLOWANCE  
(Vacancy due to promotion to a Headship)

Applications are invited for the above post from experienced teachers of the highest calibre regarding leadership, organisational ability and commitment to the individual development of children and to future Community/College development, in this progressive school. A firm sympathy with unstrained learning is essential. The school is purpose-built and offers excellent facilities for a pleasant, extensive site on the northern outskirts of the City adjacent to the M5.  
Apply for further details of the post from the Headmaster of the school, 1st October, 1975.

## SECONDARY Deputy Headships continued

### LEICESTERSHIRE

MR. J. M. R. JAMES  
CHICHESTER SCHOOL  
Chichester, Sussex  
Group 10  
Second Deputy Head  
Applications are invited for the post of Second Deputy Head of this 11-18 mixed comprehensive school. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garro Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

### LINCOLNSHIRE

MR. J. M. R. JAMES  
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## Redbridge

The London Borough of Redbridge is a pleasant residential area in North-east London, with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and re-employment expenses where appropriate. Out of London allowance payable.

## Second Mistress (Deputy Head Group 7 scale)

DANE JUNIOR HIGH SCHOOL,  
Melbourne Road, Ilford, IG1 4HT  
Head: H. H. Aston, M.A., Dip. Soc. Stud.

Required January, 1978, for this mixed Junior High School. In addition to playing a significant part in the formulation of school policy and being responsible for the day to day organisation of the school, the person appointed will be responsible for the ultimate discipline and pastoral care of the girls. A person of proven ability with energy and understanding is looked for in this post.

Application forms available from and returnable to J. E. Fordham, B.A., Chief Education Officer, 255/256 High Road, Ilford, IG1 1NN, by 23rd September, 1975.

Apply for further details of the post from the Headmaster of the school, 1st October, 1975.

## OXFORDSHIRE COUNTY COUNCIL Education Department

### LEICESTERSHIRE

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WALLACE SHIRE.

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THE 111th Cavalry, which was sent to the front in 1918, was the only unit of its type in the United States. It was composed of men from all parts of the country, and its members were known for their bravery and loyalty. The unit was commanded by Colonel William H. T. Walker, who was a member of the unit from 1917 to 1918. The 111th Cavalry was sent to the front in 1918, and it was the only unit of its type in the United States. It was composed of men from all parts of the country, and its members were known for their bravery and loyalty. The unit was commanded by Colonel William H. T. Walker, who was a member of the unit from 1917 to 1918.

## DISCUSSION

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applications with previous

[illegible]

**CESTR**  
**BY EDWARD**

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**LONDON**  
KING ALFRED SCHOOL  
North End Road, Fenchurch  
W1F

Required immediately  
a full-time teacher of  
elementary mathematics  
for morning session in  
the school. Salary £115  
per week.

Please apply in two  
headlines giving  
qualifications and ex-  
perience to the  
Head of the school,  
King Alfred School,  
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No fee whatever to  
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**WANTED** Homeless,  
Unemployed men for  
school. No fee. Look  
in each newspaper.  
Call 6-1234 or 7-  
1018 K.L.P.

**Senior Master  
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**THE HILL SCHOOL**  
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A full-time and less  
and for a daily  
MASTER for the  
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Please contact: D.  
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**by Subject Classification**

**History**

**GRADUATE** required History in U.S. and some Latin and Slavic Hist. C. C. 507-510. Help with Acute Under-Graduate History Section. Write to: Department of History, 10220 Wilcox, U.S.

**Mathematics**

**DERBY**

MEASON requested to teach MATHEMATICS 1939-1940. Sent information concerning his highly advanced character etc.

Pls. Adv. with background to High Sch. School, Mich.

REAGENTS required for  
high MATHEMATICS  
satisfies. For infor-  
mation concerning s.t.r.  
policy arrangements,  
contact, etc.

Please apply with  
transcripts to High  
Prog. School, Union

**Canford School**

Wimborne, Dorset.  
of  
**Imaster**  
The Governors of Canford School  
invite applications for the

# Imaster

The Governor of Canford School invites applications for the Headmastership of the school which will become vacant in September, 1976.

Canford School is an independent

Further details can be obtained from the Secretary to the Governors, Confin't School, Care of Allied Schools, 62 Abchurch Lane, London EC4N 3DF or at 100 High Street, Banbury, Oxon OX16 9JH.

Closing date for applications: 15 November 1987

100







Cumbria Education Committee  
West Cumbria College, Workington  
Principal: E. C. Apperley  
Required as soon as possible:

- 1. Chef-Lecturer I**  
to teach Cookery and Related Subjects.
- 2. Motor-Vehicle Lecturer I**  
to teach Workshop Practice and some related theory.

Further particulars and application forms from the Principal at the College.

#### COLLEGES OF FURTHER EDUCATION continued

**LONDON**  
INNER LONDON EDUCATION AUTHORITY  
HAGNEY COLLEGE, HAVILAND  
Upper High Road, E2 4AF  
(Telephone: 01-735 1111)

**ENGINEERING PROGRAMMES**  
Applications are invited for the post of Lecturer in Mechanical Engineering to teach the Department of Engineering (Proposed) to start in September 1976. The person appointed will be a member of a team of senior lecturers of the College. The successful candidate will be required to have a minimum of 5 years' experience in the field of Mechanical Engineering and hold an appropriate qualification. The successful candidate will be offered a salary of £24,000 per annum. Further particulars and application forms from the Principal at the College.

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INNER LONDON EDUCATION AUTHORITY  
HAGNEY COLLEGE, HAVILAND  
Upper High Road, E2 4AF  
(Telephone: 01-735 1111)

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**LECTURER GRADE II IN QUANTITY SURVEYING**  
Required to teach quantity surveying subjects to the standard of N.C.E.S. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference 2).

**LECTURER GRADE II IN CONSTRUCTION TECHNOLOGY**  
Required to teach technology to students preparing for N.C.E.S. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference 3).

**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
Required to teach technology to students preparing for N.C.E.S. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference 4).

**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
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**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
Required to teach technology to students preparing for N.C.E.S. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference 6).

**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
Required to teach technology to students preparing for N.C.E.S. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference 7).

**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
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**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
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**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
Required to teach technology to students preparing for N.C.E.S. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference 11).

**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
Required to teach technology to students preparing for N.C.E.S. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference 12).

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**LECTURER GRADE II IN CRAFT TECHNOLOGY**  
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**RICHMOND UPON THAMES**  
(London Borough of)  
THAMES VALLEY COLLEGE OF TECHNOLOGY  
Uxbridge, Middlesex UB8 3PH  
(Telephone: 01895 4111)

**DEPARTMENT OF BUSINESS STUDIES**  
**LECTURER IN FINANCE**  
Applications are invited for the post of Lecturer in Finance to teach the Department of Business Studies. The successful candidate will be required to have a minimum of 5 years' experience in the field of Finance and hold an appropriate qualification. The successful candidate will be offered a salary of £24,000 per annum. Further particulars and application forms from the Principal at the College.

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Applications are invited for the post of Lecturer in Finance to teach the Department of Business Studies. The successful candidate will be required to have a minimum of 5 years' experience in the field of Finance and hold an appropriate qualification. The successful candidate will be offered a salary of £24,000 per annum. Further particulars and application forms from the Principal at the College.

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### COUNTY OF SOUTH GLAMORGAN

**BARRY COLLEGE OF FURTHER EDUCATION**  
Required for October 1, 1976, or as soon as possible thereafter.

**Three Temporary Lecturer Grade I posts**  
are offered to suitable applicants to teach English as a Foreign Language together with general studies to 40 part-time students.  
The students speak Spanish as their native tongue and applicants for the post should, preferably, have some knowledge of Spanish.  
Candidates: men or women, must be qualified teachers and should preferably have some teaching experience, including some T.E.P.L.  
Salary: £2,489-£4,377, according to qualifications and experience.  
Further details and application forms may be obtained from the Principal, College of Further Education, College Road, Barry, South Glamorgan (Telephone No. Barry 351), to whom they should be returned within 14 days of the appearance of this advertisement.

### COUNTY OF SOUTH GLAMORGAN

**BARRY COLLEGE OF FURTHER EDUCATION**  
REQUIRED FOR 1st JANUARY, 1976

**Lecturer Grade I**  
to assist in the teaching of Motor Vehicle Craft Studies, light and heavy vehicle specialisation.  
Applicants should have had adequate relevant industrial experience and should be prepared to offer some specialisation within the craft studies field (for example, specialisation in electrical work, automatic transmission, etc.).  
Applicants must possess City and Guilds Full Technological Certificate or other appropriate recognised qualifications in the field of Motor Vehicle Studies.  
Membership of the I.M.I. or I.R.T.E., together with teaching experience would be an advantage.  
Salary scale: Lecturer Grade I: £2,489-£4,377.  
Further details and application forms may be obtained from the Principal, College of Further Education, College Road, Barry, South Glamorgan (Telephone No. Barry 351), to whom they should be returned within 14 days of the appearance of this advertisement.

### PAISLEY COLLEGE

**DEPARTMENT OF MATHEMATICS & COMPUTING**  
Posts of Teaching Fellow and Programmer/Operator  
The following staff are required to assist with a two-year project sponsored by the National Development Programme in Computer Assisted Learning. The project involves the development of a computer based mathematical laboratory and involves cooperation with Napier College of Commerce and Technology, and Paisley College of Technology. The posts are tenable until November 1977.  
**TEACHING FELLOW**  
Responsible for presenting developed material to students and staff, and liaison with other Colleges in developing and evaluating of teaching material, including planning £2,646.  
**PROGRAMMER/OPERATOR**  
Required for term time only (approximately 32 weeks per year). Experienced scientific FORTRAN programmer. Duties include transfer of development material to the Paisley installation, operation of small terminals, and giving assistance to users of implemented material. Starting salary based on proportion of full-time salary up to £2,157 per annum (under review).  
Application form and further information available from the Principal, Paisley College of Technology, Glasgow, G12 8LJ (Telephone: 041-882 1411). Closing date: 26th September 1975.

### STOCKSBRIDGE COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts to commence as soon as possible:  
**LECTURER II**  
to be responsible for in-service and research training courses and the learning resource centre.  
Salary will be in accordance with the Burnley 1974 F.E. Report.  
Application forms and further particulars may be obtained from:  
The Principal, Stocksbridge College of Further Education, Hole House, Lane, STOCKSBRIDGE, Sheffield S80 6BN.  
to whom completed application forms should be returned within ten days of the appearance of this advertisement.

### COLLEGES OF FURTHER EDUCATION continued

**WARWICKSHIRE**  
LEICESTER COLLEGE OF FURTHER EDUCATION  
144-146 CHURCH STREET, LEICESTER LE1 3JH  
(Telephone: 0533 4111)

**MANCHESTER**  
THE POLYTECHNIC  
FACULTY OF ART AND DESIGN  
OBSERVATORY ROAD, MANCHESTER M13 9PL  
(Telephone: 061 275 1111)

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# LANCASHIRE EDUCATION AUTHORITY

## Appointments of

### Qualified Educational Psychologists

Applications are invited for appointment to the above mentioned posts to the following Areas:

Area 1—(Districts 1 & 2—Lancaster & Wyre)  
Area 2—(Districts 4, 5 & 6—Blackpool, Fylde & Presburn & Wyre)  
Area 3—(Districts 3, 10 & 11—Ribbles Valley, Blackburn & Salford)  
Area 4—(Districts 12, 13 & 14—Bury, Pendle & Rossendale)  
Area 5—(Districts 15 & 16—Lancaster & Wyre)

Applicants should possess an Honours degree in Psychology, teaching experience and post graduate training in educational psychology or equivalent qualification.

Salary: Educational Psychologists 60000 Scale, Points 6-22 (£3,225-£5,670 p.a.), but it is envisaged that the appointments will be made within the points range 16-22 (£4,695-£5,670 p.a.) according to experience and qualifications.

Successful applicants will be appointed to one of the Area Teams consisting of 3 to 4 Educational Psychologists, led by a Senior Educational Psychologist.

Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston, PR1 8BJ, to whom completed applications must be returned by 30th September, 1975, quoting reference A270/10/10/10.

# GATESHEAD METROPOLITAN BOROUGH COUNCIL

## Department of Education

Applications are invited for the following post:

### EDUCATIONAL PSYCHOLOGIST

Southern points 14-18 (£4,377-£5,013)

The new authority of Gateshead Metropolitan Borough Council which comprises rural, suburban and urban areas, is well provided with special educational facilities and an additional Educational Psychologist is required to work on an area basis.

The successful candidate will preferably be a fully qualified and experienced Educational Psychologist and will receive the salary stated above.

However, applications will be considered from persons with a good honours degree in psychology and with appropriate teaching experience, who would take up a Trainee post, in the first instance, at a salary of £3,225-£3,765 (points 8-10).

Application forms obtainable from the Director of Personnel and Management Services, 16 Regent Terrace, Gateshead NE6 1TU, returnable by 25th September, 1975.

# METROPOLITAN BOROUGH OF SOLIHULL

## Educational Psychologist

(Post No. C 976 J)

A post in an established team within the School Psychological Service. Candidates should possess an Honours Degree in Psychology (or equivalent), teaching experience and post-graduate training.

Salary on Southern Range £4,218-£4,854 (under review). Essential user car allowance, 100% household removal expenses. Grant of up to £300 towards expenses incurred in purchase and sale of housing accommodation. Council housing may be available.

Further particulars and forms of application from the Director of Education, P.O. Box 20, Council House, Bournville, West Midlands, B26 1JH, closing date, 3rd October, 1975.

# EDUCATION DEPARTMENT

## Educational Psychologist

(A Post) HOPS 24-27

These posts are in the County Psychological Service. The successful candidate will be based at County Hall, South Shields and will be responsible for the provision of psychological services to schools in the County. The posts are of a senior nature and will require a high level of professional competence and experience.

Applicants should possess an Honours Degree in Psychology (or equivalent), teaching experience and post-graduate training in educational psychology or equivalent qualification.

Salary: Educational Psychologists 60000 Scale, Points 24-27 (£4,218-£5,670 p.a.), but it is envisaged that the appointments will be made within the points range 24-27 (£4,218-£5,670 p.a.) according to experience and qualifications.

Successful applicants will be appointed to one of the Area Teams consisting of 3 to 4 Educational Psychologists, led by a Senior Educational Psychologist.

Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, South Shields, to whom completed applications must be returned by 30th September, 1975, quoting reference A270/10/10/10.

# Humberside County Council

## EXAMINERS

Appointments continued

**UNION OF EDUCATIONAL INSTITUTIONS**

EXAMINERS: 1975-76

Applications are invited from suitably qualified persons for the post of Examiner in the following subjects:

1. PHYSICS (Grade 12)

2. CHEMISTRY (Grade 12)

3. BIOLOGY (Grade 12)

4. MATHEMATICS (Grade 12)

5. ENGLISH (Grade 12)

6. HISTORY (Grade 12)

7. GEOGRAPHY (Grade 12)

8. MODERN LANGUAGES (Grade 12)

9. ARTS (Grade 12)

10. MUSIC (Grade 12)

11. PE (Grade 12)

12. CITIZENSHIP (Grade 12)

13. RELIGIOUS EDUCATION (Grade 12)

14. PSYCHOLOGY (Grade 12)

15. ECONOMICS (Grade 12)

16. POLITICAL SCIENCE (Grade 12)

17. SOCIAL SCIENCE (Grade 12)

18. LITERATURE (Grade 12)

19. SCIENCE (Grade 12)

20. TECHNOLOGY (Grade 12)

21. DESIGN (Grade 12)

22. MANUFACTURING (Grade 12)

23. AGRICULTURE (Grade 12)

24. HOME SCIENCE (Grade 12)

25. NURSING (Grade 12)

26. SOCIAL WORK (Grade 12)

27. LAW (Grade 12)

28. MEDICINE (Grade 12)

29. DENTISTRY (Grade 12)

30. VETERINARY (Grade 12)

31. ARCHITECTURE (Grade 12)

32. ENGINEERING (Grade 12)

33. ELECTRONICS (Grade 12)

34. COMPUTER SCIENCE (Grade 12)

35. TELEVISION (Grade 12)

36. RADIO (Grade 12)

37. FILM (Grade 12)

38. PHOTOGRAPHY (Grade 12)

39. JOURNALISM (Grade 12)

40. PUBLIC RELATIONS (Grade 12)

41. MARKETING (Grade 12)

42. MANAGEMENT (Grade 12)

43. ACCOUNTING (Grade 12)

44. FINANCE (Grade 12)

45. TAXATION (Grade 12)

46. STATISTICS (Grade 12)

47. OPERATIONS RESEARCH (Grade 12)

48. PROJECT MANAGEMENT (Grade 12)

49. QUALITY CONTROL (Grade 12)

50. SAFETY (Grade 12)

51. ENVIRONMENTAL SCIENCE (Grade 12)

52. CLIMATE CHANGE (Grade 12)

53. OCEANOGRAPHY (Grade 12)

54. METEOROLOGY (Grade 12)

55. ASTRONOMY (Grade 12)

56. COSMOLOGY (Grade 12)

57. PARTICLE PHYSICS (Grade 12)

58. NUCLEAR PHYSICS (Grade 12)

59. SPACE SCIENCE (Grade 12)

60. BIOLOGY (Grade 12)

61. CHEMISTRY (Grade 12)

62. PHYSICS (Grade 12)

63. MATHEMATICS (Grade 12)

64. ENGLISH (Grade 12)

65. HISTORY (Grade 12)

66. GEOGRAPHY (Grade 12)

67. MODERN LANGUAGES (Grade 12)

68. ARTS (Grade 12)

69. MUSIC (Grade 12)

70. PE (Grade 12)

71. CITIZENSHIP (Grade 12)

72. RELIGIOUS EDUCATION (Grade 12)

73. PSYCHOLOGY (Grade 12)

74. ECONOMICS (Grade 12)

75. POLITICAL SCIENCE (Grade 12)

76. SOCIAL SCIENCE (Grade 12)

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## Robin Wood on "Brechtian" films

film is really intended for substitution of interest—of a highly interesting—in development of education schemes of their kind. Cutting could provide useful school edition.

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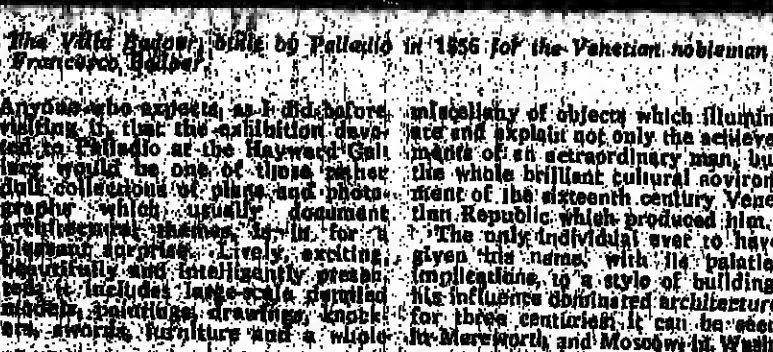
*A Difference. Human culture.* By Ronald Riley and the Department of Education. From a book from the meat's film library, Thane House, Millbank, London

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lively Hete film is aimed at children in the 10 to 14 up. It is intended in order to be in the built environment, or village, an understanding way one developed from the od of the importance of: con- architectural detail for

subject is given an immediate emotional relevance because of the person made with lucid—alluring and therefore interesting camera broadens the view of a sequence of different household furnishing, and refers to the external appearance of houses and streets. The pictures stimulate curiosity about the variety of structural materials and decorative finishes. The originality of these is hinted at, if not stated, and the film concludes with a sequence of shots taken in places where the human factor has been overruled by harsh requirements of mass production and cost-effectiveness, interesting, useful and challenging introduction to the subject.

## Bernard Denyir



film moves on to an account of how germs endanger health and role of skin, muscle, white blood and antibodies is examined as the function of infection. The notes continued on the inside of film case were good, and we assumed that anyone hiring or renting the film should spend a few minutes studying them, as the animation contained is clear and easy. This is an excellent film, well produced with good sound effects. Perhaps it would have been better more than a mere 10-minute long time.

Help of the diaries of the BBC's chairman.

general programmes on Radio 3, 19.19.50, from September 21 to

aid of Sound (Monday)

general introduction to the area of sound, its physics and psychology. Professor Eric Laithwaite, of Imperial College, gave his contribution. The subject is perceived interpreted.

aid by Design (Tuesday)

presented by members of the Radiophonic Workshop this programme is about the development of techniques and technology in sound broadcasting over the past 50 years.

ance in Sound (Wednesday)

Clayton investigates the performance and performance has been affected by the development of sound techniques

and as Music (Thursday)

most of this programme consists performance of "Sound of an Edge City" by Tim Sauter, who shows the concept of sound from everyday life can be incorporated with sound from a conventional orchestra.

gements in Sound (Friday)

celebration of sound from the sound machines. There are three pieces, "Beginning", "After" and "Yesterday is Tomorrow".

There still exists a kind of unconscious the daily life of man

als of the novel is "dis-  
provides a novel basis for  
education" and "allows com-  
school and college students  
could affectively learn the  
growth of American litera-  
rity of students from the  
of *Songs* but with Elkman  
Byington. Copyright

Hayden's Nelson's *Mass-*  
posed in July and August  
performed 10 September  
contemporaneous but dis-  
tinct in "specific content" in  
retro, places, and topics  
fornia. A. A. Wilson, who  
the fine coloring, under-  
Laughaard (BAF 2007) ex-  
lisse at his manifold beauties  
masterpiece far better than

**PUBLICATION**

the demise of many vil-  
lages, East Anglia has become  
economic desert, bustling  
home and ABCs in the large  
was, though of course it continues  
provide veritable locations for  
ish films. As the Go-between an-  
field.

Frelog the need to stimulate an  
interest in film, video  
television in rural areas where  
presence between centre and  
Eastern Area Association have  
new bulletin, *Screen*. The  
news of the region's film  
festivals, travel subsidies, film  
wards and a new mobile cinema

The new series of *How I've Used*

**PUBLICATION**

...the "denrite of many villages," "the East Anglia has become a fantastic desert, boasting only some new ABCs in the large towns, though of course it continues to provide voraciously localities for such films as *The Go-Between* and *Camfield*.

Feeling the need to stimulate an otherwise interest in film, video and television in rural areas where distances between castles are great, the Eastern Arts Association has issued a new bulletin, *Screen: The Arts, News of the Region's Film Festivals, Travel Subsidies, Film Markets and a new mobile cinema*.

## Araminta Wordsworth

Like most of the poems which have survived in medieval manuscripts, the carvings are predominantly Christian in their subject-matter: the virgin and child, together with the crucifixion and the descent from the cross are favoured choices. In other cultures and other periods the luminosity created by the miniature form might have seemed better

**Owen Surridge**

The film opens, oddly, with an extended sequence of some musicians in an old-fashioned bandstand. The city's Roman origins are then explored, along with subsequent medieval developments. The film follows a tour of the city in search of character. Much ruin and decay is brought to light and viewers learn that conservation means revival.

**Alec Hughes**

This 16mm colour film, with some contemporary is aimed at the upper end of the primary school and lower end of the secondary school. It describes germs, how they enter the body and what they do while they are inside.

The film shows the three basic types of micro-organisms' which cause illness: bacteria, protozoa and viruses. Numerous pictures of human disease micro-organisms are shown, including those that produce measles, tetanus and flu.

Unfortunately, these sequences are intended to spoil the film for the

## RADIO AND TV

EE and general interest

World Without Sun (Sunday, 13, BR01)

The German company ZDF, has cooperated with the BBC to make a series about undersea worlds. "Caves in the Sea" (the phenomenon of fresh water in the sea) a vice versa is investigated.

The Deceptive Eye (Sunday, 14, VHF4)

A series exploring the differences between what is perceived and its actual impact and effect.

Tolkien (Sunday, 15,55, Radio 3)

Donald Swann visits verses from The Hobbit and Lord of the Rings set to music. To tell the story of the world of the schimmern.

Treasures of Britain (Sunday, 17, 1TV)

In the second of a series of four Joan Bakewell visits some Britain's great houses.

Henry Wood (Sunday, 22, Radio 4)

A musical profile by his daughter Anne.

The Jay Interference (Sunday, 22, FFM)

facing civilization today with Pro-  
fessors Bernard Williams, Hermann  
F. Müller and Rolf Dahrendorf

Early Premise. Monday. 18

Radio 3)

An attempt to help parents, teachers, and young people understand the special needs of the blind during

The ABC of Education (Tuesday, Feb. 19, 10 Radio 3)

This series has examined educational experience from practical teaching to the work, opportunities in further education, designed to enable the parents find questions from their children.

A Director's Advance (Wednesday, Thursday, 18, 20 Radio 3)

Wednesday's programme is the last in a series of four, which looks at Holland, both as designed as an introduction to the cultural characteristics and way of life.

Lord Reid's Diaries Considered (Friday, 22.10. Radio 3)

What would have happened to ABC and Lord Reid dominated during and after the war? Was equal to the press officers of a war-time politician, or a politician, and, gives a critical analysis.

the demise of most villages

...East Anglia has become  
...desert, boasting only  
...and ABCs in the large  
...was, though of course it continues  
...provide useful locations for  
...films as *The Go-Between* and  
...field.

...the need to stimulate an  
...ordinate interest in film, vide  
...television in rural areas where  
...cences between centres are great  
...the Eastern Arts Association have  
...a news bulletin, *Scrap*. The  
...the news of the region's film  
...travellers, travel subsidies, film  
...wards and a new mobile cinema